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VOLUME 32/NUMBER 3

RIE

RESOURCES IN EDUCATION

ED 400 366 — 401 376

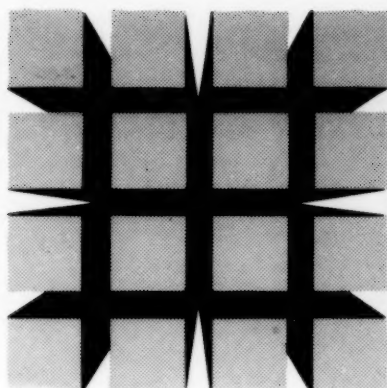


EDUCATIONAL RESOURCES



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RIE

RESOURCES IN EDUCATION

ED 400 366 — 401 376

March 1997

Volume 32/Number 3

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Resources in Education (RIE) is processed for printing by Computer Sciences Corporation, under contract with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), and is published monthly by the U.S. Government Printing Office (GPO) with printing funds approved by the Office of Management and Budget. The contents of RIE do not necessarily reflect official OERI policy.

RIE is available on subscription (12 issues/year), or as individual issues, from the Superintendent of Documents, U.S. Government Printing Office (GPO), Washington, D.C. 20402. Inquiries regarding prices should be directed to the Superintendent of Documents.

Selected Acronyms

CH	— Clearinghouse
CIJE	— <i>Current Index to Journals in Education</i>
Comp.	— Compiler
DHEW	— Department of Health, Education, and Welfare
Ed.	— Editor
ED	— Accession Number Prefix (ERIC Document)
	— Department of Education
EDRS	— ERIC Document Reproduction Service
EJ	— Accession Number Prefix (ERIC Journal Article)
ERIC	— Educational Resources Information Center
GPO	— Government Printing Office
MF	— Microfiche
NIE	— National Institute of Education
OE	— Office of Education
OERI	— Office of Educational Research and Improvement
PC	— Paper Copy
RIE	— <i>Resources in Education</i>
SN	— Scope Note
UF	— Used For

Library of Congress Cataloging in Publication

Resources in education / Educational Resources Information Center. — Washington, D.C. : Dept. of Health, Education, and Welfare, National Institute of Education : Supt. of Docs., U.S. G.P.O., [distributor];
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1. Education—Research—Bibliography—Periodicals. 2. Education—Bibliography—Periodicals. I. United States. Office of Educational Research and Improvement. II. National Institute of Education (U.S.) III. Educational Resources Information Center (U.S.)

(DNLM: 1. Education—abstracts. 2. Education—indexes. 3. Research Support—directories. Z 5811 R432)

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AACR 2 MARC-S

Library of Congress

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Introduction

Resources In Education (RIE) — A monthly abstract journal announcing recent report literature related to the field of education, permitting the early identification and acquisition of reports of interest to the educational community.

Sponsor: Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
U.S. Department of Education
Washington, D.C. 20208-5720

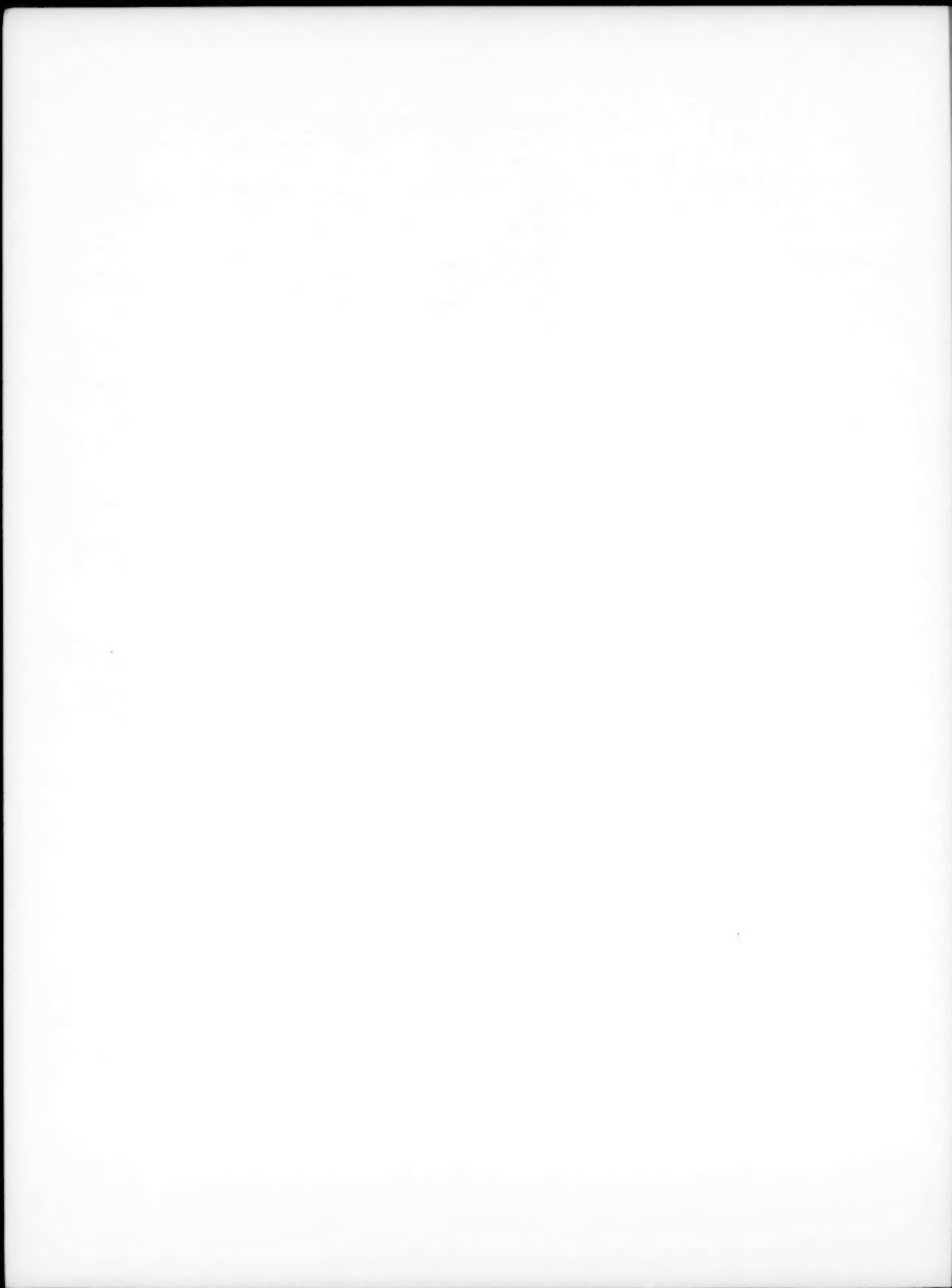
ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 Clearinghouses located at universities or with professional organizations across the country. These Clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The Clearinghouses are listed on the inside back cover.

Organization of Journal: *Resources In Education* is made up of resumes and indexes. The resumes provide descriptions of each document and abstracts of their content. Resumes appear in a "Document Section" and are numbered sequentially by an accession number beginning with a prefix ED (ERIC Document). The indexes appear in an "Index Section" and provide access to the Resumes by Subject, Personal Author, Institution, and Publication Type.

Availability of Documents: The documents cited in *Resources In Education*, except as noted, are available from the ERIC Document Reproduction Service (EDRS), in both microfiche (MF) and paper copy (PC), or microfiche only. Availability in microfiche only may be determined by the source, for proprietary or copyright reasons, or by ERIC for reasons related to legibility and reproducibility. The price per document is based on the number of pages and is subject to change over time. An ERIC Price Code Schedule permits the user to convert all price codes to actual dollar amounts. Current price information for documents, microfiche, and subscriptions to microfiche collections is to be found in the section entitled "How to Order ERIC Documents" in the most recent issue of RIE.

How to Submit Documents to ERIC: If you have documents that you would like to have considered for announcement in *Resources In Education* (RIE), you should send clean, legible copies (in duplicate, if possible) to the ERIC Processing and Reference Facility, 1301 Piccard Drive, Suite 300, Rockville, MD 20850-4305. A reproduction release, giving ERIC permission to reproduce in paper copy and microfiche (or microfiche only), and signed by the author or official representative of the source institution, is requested for all documents selected for inclusion in RIE. Standard reproduction release forms may be obtained from the ERIC Facility (a sample appears at the back of this issue of RIE).

How to Order RIE: The U.S. Government Printing Office (GPO) prints *RIE* and functions as subscription agent. Detailed subscription information appears on the page in the back of RIE entitled "How to Order *Resources In Education*".



ERIC Clearinghouse Publications

This page highlights publications announced in this issue of *Resources in Education* which were created by the ERIC Clearinghouses and which have been selected as having special significance for educators. For each brief citation appearing here, there is a full abstract appearing under the same ED number in the pages of the issue.

In addition to collecting the literature of education for announcement in *Resources in Education* and *Current Index to Journals in Education*, the ERIC Clearinghouses analyze and synthesize the literature in a number of different formats designed to compress the vast amount of information available and to meet the varying needs of ERIC users. These formats include research reviews, state-of-the-art studies, interpretive studies on topics of high current interest, research briefs, annotated bibliographies, digests, and compilations. While some publications are comprehensive reviews designed for those who are interested in pursuing a subject in depth, others are brief analyses designed for the busy practitioner whose time for staying abreast of new developments in education is limited.

ERIC publications are published either by the ERIC Clearinghouses responsible for producing them or through cooperative arrangements with other organizations. Original copies are usually available directly from the responsible Clearinghouse or from the source listed in the citation. In addition, the publications announced in *Resources in Education* are contained in all ERIC microfiche collections, and are available in reproduced paper copy and/or microfiche from the ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852 Telephone: 1-800-443-ERIC (3742).

ED 400 381 **CE 072 671**

Imel, Susan; Kerka, Sandra

Women and Literacy: Guide to the Literature and Issues for Woman-Positive Programs. Information Series No. 367. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 104p.

Alternate Availability - Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN367: \$9.75).

EDRS Price - MF01/PC05 Plus Postage.

ED 400 441 **CE 072 806**

Kerka, Sandra

Continuing Education: Market Driven or Learner Centered? Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 400 470 **CG 027 015**

Hutchinson, Nancy L.

Career Counseling of Youth with Learning Disabilities. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 400 471 **CG 027 016**

Jamieson, Margaret; Peterson, John

Career Counseling for Young People with Physical Disabilities: An Introduction to "Thresholds." ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 400 472 **CG 027 017**

Redekopp, Dave E.; And Others

Career Counseling with Street Youth. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 400 473 **CG 027 018**

Campbell, Donald S.

Counseling Young Offenders for Rehabilitation and Employment: The Problem and Promise. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 400 474 **CG 027 019**

Avedon, Lisa

Older Workers in Transition. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario).; ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

- ED 400 486** **CG 027 365**
Pedersen, Paul B., Ed.; Locke, Don C., Ed.
 Cultural and Diversity Issues in Counseling.
 ERIC Clearinghouse on Counseling and Student Services,
 Greensboro, NC; 148p.
 Alternate Availability - ERIC/CASS Publications, School of
 Education, University of North Carolina at Greensboro,
 Greensboro, NC 27412-5001.
EDRS Price - MF01/PC06 Plus Postage.
- ED 400 507** **CS 012 615**
Newman, Anabel P.; Metz, Elizabeth
 FIRST Reading: Focussed Instruction in Reading for Successful
 Teaching.
 ERIC Clearinghouse on Reading, English, and Communication,
 Bloomington, IN; 111p.
 Alternate Availability - ERIC Clearinghouse on Reading, English,
 and Communication, Indiana University, 2805 E. 10th Street,
 Suite 150, Bloomington, IN 47408-2698.
EDRS Price - MF01/PC05 Plus Postage.
- ED 400 530** **CS 012 643**
Sensenbaugh, Roger
 Phonemic Awareness: An Important Early Step in Learning To
 Read. ERIC Digest.
 ERIC Clearinghouse on Reading, English, and Communication,
 Bloomington, IN; 3p.
 Alternate Availability - ERIC Clearinghouse on Reading, English,
 and Communication, Indiana University, 2805 E. 10th St.,
 Suite 150, Bloomington, IN 47408-2698.
EDRS Price - MF01/PC01 Plus Postage.
- ED 400 561** **CS 215 537**
 Teaching English to Gifted Students. ERIC Digest.
 ERIC Clearinghouse on Reading, English, and Communication,
 Bloomington, IN; 3p.
 Alternate Availability - ERIC Clearinghouse on Reading, English,
 and Communication, Indiana University, 2805 E. 10th Street,
 Suite 150, Bloomington, IN 47408-2698.
EDRS Price - MF01/PC01 Plus Postage.
- ED 400 574** **CS 509 362**
Shoemaker, Barbara R.
 Cyberspace Class: Rewards and Punishments. ERIC Digest.
 ERIC Clearinghouse on Reading, English, and Communication,
 Bloomington, IN; 3p.
 Alternate Availability - ERIC Clearinghouse on Reading, English,
 and Communication, Indiana University, 2805 E. 10th Street,
 Suite 150, Bloomington, IN 47408-2698.
EDRS Price - MF01/PC01 Plus Postage.
- ED 400 577** **CS 509 365**
Cotton, Eileen Guiffre
 The Online Classroom: Teaching with the Internet. 2nd Edition.
 ERIC Clearinghouse on Reading, English, and Communication,
 Bloomington, IN; 234p.
 Alternate Availability - EDINFO Press, P.O. Box 5247,
 Bloomington, IN 47407 (\$22.95).
EDRS Price - MF01/PC10 Plus Postage.
- ED 400 583** **EA 026 366**
Bridges, Edwin M.; Hallinger, Philip
 Implementing Problem Based Learning in Leadership Development.
 ERIC Clearinghouse on Educational Management, Eugene, Oreg.;
 211p.
 Alternate Availability - ERIC Clearinghouse on Educational
 Management, 5207 University of Oregon, Eugene, OR
 97403-5207 (\$14.95 plus \$3 handling, payable to University of
 Oregon/ERIC).
EDRS Price - MF01/PC09 Plus Postage.
- ED 400 681** **FL 024 154**
Adger, Carolyn Temple
 Language Minority Students in School Reform: The Role of
 Collaboration. ERIC Digest.
 ERIC Clearinghouse on Languages and Linguistics, Washington,
 D.C.; 4p.
 Alternate Availability - ERIC/CLL, 1118 22nd Street N.W.,
 Washington, DC 20037.
EDRS Price - MF01/PC01 Plus Postage.
- ED 400 741** **HE 029 581**
Cove, Patrick G.; Love, Anne Goodsell
 Enhancing Student Learning: Intellectual, Social, and Emotional
 Integration. ERIC Digest.
 ERIC Clearinghouse on Higher Education, Washington, D.C.;
 George Washington Univ., Washington, DC. Graduate School of
 Education and Human Development; 4p.
 Alternate Availability - ERIC Clearinghouse on Higher Education,
 One Dupont Circle, N.W., Suite 630, Washington, DC
 20036-1183 (\$1).
EDRS Price - MF01/PC01 Plus Postage.
- ED 400 742** **HE 029 582**
Love, Patrick G.; Love, Anne Goodsell
 Enhancing Student Learning: Intellectual, Social, and Emotional
 Integration. ASHE-ERIC Higher Education Report No. 4.
 Association for the Study of Higher Education; ERIC
 Clearinghouse on Higher Education, Washington, D.C.; George
 Washington Univ., Washington, DC. Graduate School of
 Education and Human Development; 166p.
 Alternate Availability - ERIC Clearinghouse on Higher Education,
 One Dupont Circle, N.W., Suite 630, Washington, DC
 20036-1183 (\$18 plus \$3.95 postage and handling).
EDRS Price - MF01/PC07 Plus Postage.
- ED 400 788** **IR 018 136**
 School-to-Work Transition.
 ACCESS ERIC, Rockville, MD; 37p.
 Alternate Availability - ACCESS ERIC, 1600 Research Blvd.,
 Rockville, MD 20850; tel: 1-800-LET-ERIC (subscription free;
 obtain back issues from EDRS).
 Journal Cit - ERIC Review; v4 n2 Spr 1996
EDRS Price - MF01/PC02 Plus Postage.
- ED 400 789** **IR 018 137**
Smarte, Lynn; And Others
 ERIC Annual Report, 1996. Summarizing the Recent
 Accomplishments of the Educational Resources Information Center.
 ACCESS ERIC, Rockville, MD; 32p.
EDRS Price - MF01/PC02 Plus Postage.
- ED 400 831** **IR 056 127**
Taheri, Belinda J., Ed.; And Others
 Directory of ERIC Resource Collections, 1996.
 ACCESS ERIC, Rockville, MD; 220;
EDRS Price - MF01/PC09 Plus Postage.

ED 400 881 **JC 960 648**

Palmer, James C., Ed.; Katsinas, Stephen G., Ed.
Graduate and Continuing Education for Community College Leaders: What It Means Today. New Directions for Community Colleges, Number 95.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA; 110p.

Alternate Availability - Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 (single copies: \$20; subscription: \$53 individuals, \$89 institutions, agencies, and libraries plus shipping; quantity discounts).

Journal Cit - New Directions for Community Colleges; v24 n3 Fall 1996

EDRS Price - MF01/PC05 Plus Postage.

ED 400 912 **JC 960 685**

Rifkin, Tronie, Ed.
Transfer and Articulation: Improving Policies To Meet New Needs. New Directions for Community Colleges, Number 96.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA; 109p.

Alternate Availability - Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 (\$19; subscription: \$51 individuals, \$81 institutions, agencies, and libraries).

Journal Cit - New Directions for Community Colleges; v24 n4 Win 1996

EDRS Price - MF01/PC05 Plus Postage.

ED 401 044 **PS 024 808**

Rothenberg, Dianne
Grandparents as Parents: A Primer for Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 047 **PS 024 844**

Borgia, Eileen T.; Schuler, Dorothy
Action Research in Early Childhood Education. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 048 **PS 024 845**

Katz, Lillian G.; And Others
Preventing and Resolving Parent-Teacher Differences. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 049 **PS 024 885**

McClellan, Diane E.; Katz, Lillian G.
El Desarrollo Social de los Niños: Una Lista de Cotejo.
ERIC Digest. (Young Children's Social Development: A Checklist. ERIC Digest.)

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 050 **PS 024 886**

Lounsbury, John H.
Key Characteristics of Middle Level Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.; 3p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 079 **RC 020 803**

Hammer, Patricia Cahape, Comp.; Beasley, Heather, Comp.
Native Education Directory: Organizations and Resources for Educators of Native Americans. [Revised.]

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 107p.

Alternate Availability - ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (\$12).

EDRS Price - MF01/PC05 Plus Postage.

ED 401 088 **RC 020 835**

Cotton, Kathleen
Affective and Social Benefits of Small-Scale Schooling.
ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 4p.

Alternate Availability - ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

EDRS Price - MF01/PC01 Plus Postage.

ED 401 089 **RC 020 836**

Howley, Craig
Ongoing Dilemmas of School Size: A Short Story. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 4p.

Alternate Availability - ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

EDRS Price - MF01/PC01 Plus Postage.

ED 401 090 **RC 020 837**

Roellke, Christopher
Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12). ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.; 4p.

Alternate Availability - ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

EDRS Price - MF01/PC01 Plus Postage.

ED 401 222 **SO 027 216**

Patrick, John J., Ed.; Pinhey, Laura A., Ed.
Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.

Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 154p.

Alternate Availability - Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815; fax: (812) 855-0455.

EDRS Price - MF01/PC07 Plus Postage.

ED 401 223 **SO 027 217**

Bernson, Mary Hammond, Ed.; Wojtan, Linda S., Ed.
Teaching about Japan: Lessons and Resources.

Adjunct ERIC Clearinghouse for United States-Japan Studies, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; 163p.

Alternate Availability - Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington IN 47408-2698; (800) 266-3815.

EDRS Price - MF01/PC07 Plus Postage.

ED 401 272

SP 037 026

Merseeth, Katherine K.

Cases, Case Methods, and the Professional Development
of Educators. ERIC Digest.

ERIC Clearinghouse on Teaching and Teacher Education,
Washington, DC.; 4p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 350

UD 031 326

Schwartz, Wendy

A Guide to Creating a Parent Center in an Urban School.

ERIC Clearinghouse on Urban Education, New York, N.Y.; 5p.

EDRS Price - MF01/PC01 Plus Postage.

ED 401 351

UD 031 327

Schwartz, Wendy

Preparing Middle School Students for a Career.

ERIC Clearinghouse on Urban Education, New York, N.Y.; 5p.

EDRS Price - MF01/PC01 Plus Postage.

DOCUMENT SECTION

SAMPLE DOCUMENT RESUME

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s) →
Title →
Institution. (Organization where document originated.) →

Date Published →
Contract or Grant Number →

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Abstractor's initials →

ED 654 321
Butler, Kathleen
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — ISBN-0-3333-5568-1; OERI-91-34
Pub Date — May 92
Contract — R1900000
Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).
Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 (\$5.95).
Language —English, Spanish
Journal Cit—Women Today; v13 n3 p1-14 Jan 1992
PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)
EDRS Price—MF01/PC02 Plus Postage.
Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education
Identifiers — Consortium of States, *National Occupational Competency Testing Institute
Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.)
(SB)

Clearinghouse Accession Number

CE 123 456
Smith, B. James

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Alternate source for obtaining document

Journal Citation

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract

June 1993

Document Resumes

The document resumes in this section are arranged in numerical order by ED number, and also alphanumerically by Clearinghouse prefix and Clearinghouse accession number.

As explained in the Introduction, each Clearinghouse focuses on a specific aspect of education. The reader who is interested in one of these major aspects (e.g., Reading) may, however, find pertinent resumes among the entries of virtually any Clearinghouse, dependent on the orientation of the document. For this reason, it is important to consult the Subject Index if a comprehensive search is desired.

The following is a list of Clearinghouse prefixes and names used in this Section, together with the page on which each Clearinghouse's entries begin:

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CE — Adult, Career, and Vocational Education.....	1	PS — Elementary and Early Childhood Education.....	94
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CS — Reading, English, and Communication.....	25	SE — Science, Mathematics, and Environmental Education.....	126
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FL — Languages and Linguistics.....	53	TM — Assessment and Evaluation.....	155
HE — Higher Education.....	60	UD — Urban Education.....	166
IR — Information and Technology.....	70		

AA

ED 400 366 AA 001 278
Resources in Education (RIE). Volume 32, Number 3.

Computer Sciences Corp., Laurel, MD.; Educational Resources Information Center (ED), Washington, DC; ERIC Processing and Reference Facility, Laurel, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0098-0897

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Journal Cit—Resources in Education; v32 n3 Mar 1997

Pub Type—Reference Materials - Bibliographies (131) — Collected Works - Serials (022)

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

Descriptors—*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials

Identifiers—*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

CE

ED 400 367
RIE MAR 1997

CE 071 478

Age Discrimination on the Job. [and] Age Equity in Employment: A Checklist for Employers.

American Association of Retired Persons, Washington, D.C.

Pub Date—94

Note—32p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies of either document, free; stock number D12386, \$20 per 50; stock number D13825 (checklist), \$2.50 per 50).
Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, *Age Discrimination, Aging (Individuals), Employment Practices, *Equal Opportunities (Jobs), Federal Legislation, Guides, Job Layoff, *Older Adults, Personnel Policy

Identifiers—*Age Discrimination in Employment Act 1967

This guide provides answers to the most-often asked questions about age discrimination. Section 1 discusses the purposes of the Age Discrimination in Employment Act (ADEA), including who is protected, what is unlawful, and what is permitted. Section 2 describes discriminatory actions prohibited by the ADEA. It covers discrimination in hiring, on the job, and in employee benefits and discriminatory terminations. Section 3 addresses exceptions to the ADEA. Section 4 explains how to establish or prove age discrimination. Examples are provided that illustrate how the ADEA has been applied in certain cases. Section 5 discusses the procedures and deadlines an individual must follow to make the federal law work for him or her. Section 6 focuses on the ADEA in federal employment. Addresses of Equal Employment Opportunity Commission field offices and a 4-page checklist for employers to help them assess their company's practices and policies are provided. (YLB)

ED 400 368 CE 071 480
Americans with Disabilities Act (ADA). Title 1—Employment. Questions & Answers for Employers.

American Association of Retired Persons, Washington, D.C.

Pub Date—94

Note—13p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; stock number D15617).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adults, Age Discrimination, *Disabilities, *Disability Discrimination, Employment Practices, *Equal Opportunities (Jobs), Federal Legislation

Identifiers—*Americans with Disabilities Act 1990

This guide provides information on Title I of the Americans with Disabilities Act (ADA) in a question-and-answer format for employees. The guide covers such topics as the following: which employers must comply; what employment practices and activities are covered; who is protected against employment discrimination; definitions of a person with a disability, a job's "essential functions," a "reasonable accommodation," and "undue hardship"; modification of existing facilities; preemployment medical examinations; drug testing; limits on health insurance coverage; alcoholism; age discrimination; remedies; and procedures to follow if individuals believe they have been victims of discrimination. Appendixes include a list of nine ADA Title I resources and five recommended readings. (YLB)

ED 400 369 CE 071 482
America's Changing Work Force. Statistics in Brief.

American Association of Retired Persons, Washington, D.C.

Pub Date—[Mar 93]

Note—23p; For the 1988 edition, see ED 315 668.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; 50 copies, \$28; stock number D126330).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adults, *Age Discrimination, Employed Women, *Employment, *Employment Patterns, Employment Practices, Human Capital, *Labor Force, Life Events, Middle Aged Adults, Older Adults, Physical Health, Retirement, Retirement Benefits, Salaries, Unemployment, Unions, Wages

Identifiers—Older Workers

This booklet provides information about the changing work force. It offers a profile of workers aged 45 and older, as well as likely changes in the work force of the future. Tables and graphs illustrate the following: profile of Americans aged 50 and older, by employment status; employment status of the civilian noninstitutional population by age and sex; ethnic background and gender; employed persons by major industry group by age and sex; labor force participation rates by sex and year, 1950, 1975, 1990, and 2005 (projected); employment by occupation, sex, and age; employed full- and part-time workers by sex and age; average (mean) weekly earnings of full-time wage and salary workers, by age and sex; unemployment by sex, age, and duration of unemployment; percent of employers offering health care coverage to retirees, by size of employer; age discrimination charges filed state and federal, 1980-90; employed wage and salary work-

ers by age, sex, and union affiliation; median age at retirement by sex, 1950-55 to 2000-05; women, work, and age; age discrimination myths and realities; average (mean) monthly pension income by age and sex of retirement pension recipients; workers 25 years and over by pension status; and civilian labor force by sex and age, 1975, 1990, and growth projection to 2005. A list of myths and realities about older workers concludes the booklet. (YLB)

ED 400 370 CE 071 483

Focus Your Future: A Woman's Guide to Retirement Planning.

American Association of Retired Persons, Washington, D.C.

Pub Date—91

Note—86p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; 50 copies, \$50; stock number D14559).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Age Discrimination, *Females, Fringe Benefits, Life Events, Long Range Planning, *Middle Aged Adults, Midlife Transitions, Money Management, Physical Health, *Preretirement Education, *Retirement, Retirement Benefits

This guidebook addresses retirement planning for midlife women. Section 1 presents the woman an opportunity to assess herself today in terms of the roles she plays in various aspects of her life and in her relationships with others. It asks her to consider some of her plans, dreams, and things she would like to do in an ideal retirement situation. It also discusses her opportunities to work, travel, continue her education, and volunteer in her community. Section 2 discusses common health concerns of midlife women and wellness strategies to pursue now that will work toward good health later. Section 3 discusses various aspects of financial planning. It presents the "three-legged stool" of a secure retirement: savings and investments, Social Security, and pension benefits. The section concludes with a review of the different kinds of insurance midlife women should consider. Section 4 examines legal concerns including estate planning, divorce or marriage, and discrimination in the workplace. Section 5 discusses housing options for older women, including home ownership, apartment tenancy, and lifetime care communities. Section 6 describes the issues and concerns associated with caring for an aging spouse or parent. A comprehensive questionnaire about one's retirement plans is provided at the end. Appendixes include a 24-item bibliography, a list of 32 recommended resources, names and addresses of 10 organizations, and a list of other resources. (YLB)

ED 400 371 CE 071 484

How To Stay Employable: A Guide for the Midlife and Older Worker.

American Association of Retired Persons, Washington, D.C.

Pub Date—92

Note—22p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; 50 copies, \$15; stock number D14945).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Aging (Individuals), *Career Change, *Employment Potential, Employment Practices, Futures (of Society), *Job Search Methods, Job Skills, *Labor Market, Middle Aged Adults, *Midlife Transitions, Older Adults, Self Evaluation (Individuals), Work Attitudes

Identifiers—*Older Workers

This booklet addresses the concerns of older and midlife workers with regard to security in their current job, finding a new job, and stability in their lives. It first presents broad employment trends and then moves into the national, organizational, and demographic changes that are shaping lives and choices. The booklet outlines some positive effects of these trends that should make the mature worker an attractive job candidate for organizations. It also addresses areas in which midlife and older workers have been especially vulnerable. With these larger economic and social forces in mind, the booklet shifts to a practical perspective and offers suggestions on what one can do to prepare for a possibly uncertain employment situation. It covers knowing

oneself, including one's work motivations, skills, and attitudes. It also addresses knowing one's options: where one can use his/her skills, including assessing one's current work situation, staying in one's current organization, and moving to a new organization. This section also explores the following: using one's core skills as a springboard for identifying similar work, retraining for a new career, having a plan for the future, and staying employable. A resource section contains a more comprehensive skill list for self-assessment, an annotated list of 19 resources, and a list of 8 resource organizations. (YLB)

ED 400 372

CE 071 485

Planning Your Retirement.

American Association of Retired Persons, Washington, D.C.

Pub Date—95

Note—25p.; Revision of ED 315 667.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; 50 copies, \$15; stock number D12322).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Discrimination, Fringe Benefits, Housing, Life Events, Life Style, Long Range Planning, *Middle Aged Adults, Midlife Transitions, *Money Management, Physical Health, *Preretirement Education, *Retirement, Retirement Benefits, Time Management

This guidebook raises important issues for older workers to think about in planning for retirement. Sections of the book explore such areas as the following: changing roles and relationships; health and fitness; meaningful use of time, with a sampler of activities from which one may choose; working options, including a brief description of a self-directed job search; housing and lifestyle, with suggestions for defining one's ideal retirement lifestyle and for evaluating current housing and location and potential housing and locations needs based on lifestyle decisions; financial security, including a discussion of sources of retirement income and the expense side of retirement; and legal affairs and estate planning. It helps the reader to analyze retirement income and expenses and explore ways to enhance income now and enjoy a secure and rewarding retirement later. (YLB)

ED 400 373

CE 071 487

A Single Person's Guide to Retirement Planning.

American Association of Retired Persons, Washington, D.C.

Pub Date—95

Note—38p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; 50 copies, \$15; stock number D14185).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Discrimination, Fringe Benefits, Housing, Life Events, Life Style, Long Range Planning, *Middle Aged Adults, Midlife Transitions, *Money Management, Physical Health, *Preretirement Education, *Retirement, Retirement Benefits, Time Management

Identifiers—*Single Adults

This single person's retirement guide begins with an introduction that addresses the challenges of single living, the high dividends that planning pays, and the importance of attitude. Section II explores the changing roles and relationships in one's life, including aging parents, adult children, and a personal support network. Section III focuses on meaningful use of time. Section IV examines the basics of good health: nutrition, exercise, stress management, and good health care, and the challenges they may present to midlife persons living alone. Section V explores living arrangements that might suit a midlife person living alone today and in later retirement years. It provides guidance in assessing current and potential housing, neighborhoods, and communities in light of lifestyle preferences. It suggests low-risk procedures for investigating relocation sites. Section VI discusses financial planning and legal affairs, including estate planning. Each section contains a list of resources. (YLB)

ED 400 374

CE 071 488

Sywak, Marjorie

A Winning Resume: A Guide to Writing an Effective Resume for Older Job Seekers.

American Association of Retired Persons, Washington, D.C.

ton, D.C.

Pub Date—91

Note—28p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (1-15 copies, free; 50 copies, \$10; stock number D13961).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Educational Experience, Employment Experience, *Job Search Methods, Middle Aged Adults, Older Adults, Personnel Selection, *Qualifications, *Resumes (Personal)

Identifiers—*Older Workers

This guide begins with a description of what a resume is and why it is important to have a resume. It explores kinds of resumes and recommends the type of background information that a resume should include. A list of guidelines for preparing a list of accomplishments follows. The elements of a resume are then outlined. The guide also contains the following: special tips for the older worker; resume writing checklist; phrases to consider in resumes, marketing letters, or interviews; a list of sample functional areas for a functional resume; a list of skill words; chronological resume format; functional resume format; and five sample resumes. (YLB)

ED 400 375

CE 072 299

Working on European Social Policy. A Report on the Forum (Brussels, Belgium, March 27-30, 1996).

Commission of the European Communities, Brussels (Belgium). Directorate-General for Employment, Industrial Relations and Social Affairs.

Report No.—ISBN-92-827-6496-6

Pub Date—96

Note—34p.

Available from—UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. SY-94-96-566-EN-C; \$11).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adults, Developed Nations, *Economic Development, *Employment Problems, Equal Opportunities (Jobs), Foreign Countries, *Futures (of Society), Policy Formation, Public Policy, *Quality of Working Life, Social Responsibility

Identifiers—*Europe, Nongovernmental Organizations, *Social Policy

This report contains summaries of papers and discussions from a conference at which about 1,000 people representing Nongovernmental Organizations (NGOs), the social partners, and the European Commission gathered to debate and broaden the scope of the interaction between the commission and other European Union institutions and those involved at the grassroots level in the fields of economic and social action and social cohesion, as well as social partners involved in the social dialogue. Four topics that framed the discussions are summarized: (1) equal opportunities in the broadest possible sense; (2) employment; (3) social protection; and (4) working life as reshaped by the new economic and technological processes. Main issues, debate, and conclusions are summarized for each of these discussions. This report also contains the following: a statement of the NGO platform; a report of the Comité des Sages (six people known for their experience and independence); and a speech on "New Trends in Society" (Hugues de Jouvencel). The following position papers are included: "Europe Requires a Civil Dialogue and the Support of Its Citizens" (Padraig Flynn); "Social Demands: A Source of Dynamism and Development" (Jacques Santer); and "Parliament Calls for the Inclusion of a Social Dimension in the Treaty" (Stephen Hughes). Finally, the report contains some general conclusions from the sessions and individual conclusions from the forum partners. (KC)

ED 400 376

CE 072 462

Hammontree, Suzanne L.

Improving Inmate Knowledge of Training Benefits through the Use of an Orientation Module.

Pub Date—Jul 96

Note—76p.; Final Report, Education Specialist Degree, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Correctional Education, Fringe Benefits, *Job Training, *Learning

Modules, *Material Development, Organizational Objectives, *Orientation, Orientation Materials, Practicums, *Prisoners, Records (Forms) Identifiers—Florida

A learning module was designed to provide orientation information to new inmate workers employed in one of the nonprofit prison industries that are part of Florida's PRIDE program. The orientation was intended to inform inmate workers about PRIDE program industries' mission and inmate job benefits. The module was developed on the basis of information gathered through a literature review and interviews with inmate workers already participating in the PRIDE program. The module is a stand-alone, competency-based unit of instruction covering the mission and procedures of PRIDE on-the-job training, certification, assistance, and job placement processes/programs. The 60 inmate workers involved in the field test of the new module and video demonstrated a 43% increase in their knowledge of their company's mission and worker benefits after using the new orientation materials. All six training managers who used the new module agreed that it met their training needs. A handbook to accompany the module and video is now being developed. (Contains 35 references. Appended are the following: annual review form; inmate worker interview form; inmate orientation module; project-related correspondence; inmate interview form; inmate video test; management survey; and copyright permission letter.) (MN)

ED 400 377 CE 072 542

Filling the Frame. Adult Education and Vocational Training Institute Guidelines for the Implementation of Integrated Curricula within the Certificates of General Education for Adults Framework.

New South Wales Dept. of Corrective Services, Sydney (Australia).

Report No.—ISBN-0-7310-6426-7

Pub Date—95

Note—250p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Academic Education, *Adult Basic Education, Adult Literacy, Art Activities, *Competence, Competency Based Education, Computer Science, Correctional Education, Daily Living Skills, Design, Developed Nations, Fine Arts, Foods Instruction, Foreign Countries, Graphic Arts, Handicrafts, *Integrated Curriculum, Job Search Methods, *Learning Activities, Learning Modules, Literacy Education, Music, Nutrition, Occupational Safety and Health, *Teaching Methods, Units of Study, Vocational Education

Identifiers—Australia

This document contains learning modules for adult basic education courses in Australia, along with teacher information for integrating curricula, using integrated themes, and planning curricula. The learning modules contain learning activities in the following areas: job search skills; occupational health and safety; life skills; ceramics; computer studies; nutrition and budget cooking; library and research skills; craft, design, and technology; calligraphy; graphic design; art; and music. Each learning activity has the following components: learning outcomes; performance criteria; assessment tasks; suggested strategies; and key competencies to be met. Some of the learning modules are presented on several levels to allow for individual competence and prior learning, and some are suitable for use with incarcerated persons. A glossary of terms is included. (KC)

ED 400 378 CE 072 561

Taylor, Stephen

Scotland's Young People: 19 in '95. The Scottish School Leavers Survey.

Scottish Office Education and Industry Dept., Edinburgh.

Pub Date—96

Note—37p.; For earlier reports, see ED 388 899 and CE 072 779.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Aspiration, Adult Education, *Educational Attainment, *Education Work Relationship, Employment Level, *Employment Patterns, Followup Studies, Foreign Countries, Higher Education, National Surveys, *Occupational Aspiration, *Outcomes of Education, Secondary Education, Sex Differences, Tables

(Data), Young Adults

Identifiers—*Scotland, Scottish School Leavers Survey

The 1995 Scottish School Leavers Survey, which was designed to obtain information about school leavers' post-school education and employment, was administered to a sample of 18- and 19-year-olds who had left school in 1992, 1993, or 1994. Of the 5,020 individuals sent questionnaires, 2,812 (56%) responded. Of those surveyed, 39% were in full-time education (versus 82% in the 1992 survey), 36% were in full-time employment (versus 7 percent in the 1992 survey), and 24% were employed part time. Nineteen percent of those in full-time employment indicated that youth training was part of their job. Men and women were equally likely to take a full-time job immediately after leaving school. The least well qualified school leavers were most likely to have been unemployed for at least 1 month after leaving school. Although more men than women had gained extra qualifications since leaving school, women were still better qualified than men. Fifty-four percent of unemployed respondents expected to be employed full time within a year. Contains 20 tables/figures and 11 references. Appended are five tables detailing the method of accounting for changes in respondents' main activity and technical notes about the survey.) (MN)

ED 400 379 CE 072 625

Kaufman, Allan. *Flowers, Jim*

Technology Projects for the Classroom [and] Teacher's Guide.

Report No.—ISBN-0-911168-92-3; ISBN-0-911168-93-1

Pub Date—96

Note—136p.

Available from—Prakken Publications, 275 Metty Drive, P.O. Box 8623, Ann Arbor, MI 48107-8623 (ISBN 0-911168-92-3, \$14.95, school price \$11.95; teacher's guide: ISBN-0-911168-93-1, \$2, school price \$1.60).

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Classroom Techniques, Communications, Construction (Process), Design Crafts, Electronics, *Experiential Learning, *Learning Activities, Manufacturing, Models, *Problem Solving, Secondary Education, *Student Projects, *Technology Education, Transportation

Identifiers—Materials Science

This book presents 20 projects for technology education students. The emphasis is on problem solving and hands-on learning through projects dealing with a wide variety of technologies/industries, including the following: robotics, information storage and retrieval, communications, transportation, electronics, manufacturing, construction, materials science, product design, and development of industrial models. The individual projects call for students to design and construct the following: cast ring, manipulator, mechanical database, firefly communicator, hot air balloon, commuter scooter, pyramid pinhole camera, geodesic dome, 5-strut connector, electronic ear, 20-second timer, coin sorter, hygrometer, mini transmitter, foot mouse, solar water skimmer, water elevator, acoustical insulator, 3-piece puzzle, and futuristic product. Each project description includes some or all of the following: background information (including real-world parallels and applications), list of recommended safety precautions, detailed construction procedure, lists of materials and tools/equipment required, and student review questions. A companion teacher's guide is also included. (MN)

ED 400 380 CE 072 670

Rawlinson, S. And Others

The FE/HE Interface: A UK Perspective. A Report to the CVCP. IES Report 316.

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Spons Agency—Committee of Vice Chancellors and Principals Administrative Training Committee of the Universities of the United Kingdom, London (England).

Report No.—ISBN-1-85184-242-X

Pub Date—96

Note—92p.

Available from—The Institute for Employment Studies, Mantell Building, University of Sussex, Brighton BN1 9RF, England, United Kingdom; phone +44(0)-1273-686751; fax: +44(0)-1273-690430.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Articulation (Education), Case Studies, *College School Cooperation, Comparative Analysis, *Cooperative Planning, Educational Planning, *Educational Practices, Educational Trends, Foreign Countries, *Higher Education, National Surveys, Student Certification, Tables (Data), *Technical Institutes, Trend Analysis, Vocational Education

Identifiers—*United Kingdom, United States

The interface between further education (FE) and higher education (HE) in the United Kingdom was examined by analyzing information from the following sources: available literature; all United Kingdom (UK) data sources regarding student enrollment, funding, objectives, and modes of study; interviews with representatives of national bodies concerned with education and employment in the UK; eight case studies involving a combination of universities (including one U.S. university) and FE colleges; and papers prepared by five other universities. Three dimensions of HE-FE interaction were identified: qualifications/curriculum; focus/purpose of linking activities; and types of interinstitutional relationships. Among the main types of HE-FE interaction identified in the case studies were the following: franchising, validation, access to HE, foundation courses, compacts, and 2+2 or 2+1 and other progression arrangements. Such arrangements were most common in business, engineering, mathematics, and computer education. HE-FE interaction was concluded to benefit universities by giving them access to more potential students through "feeder" colleges and to benefit students (especially nontraditional students) by allowing them to progress to HE. Cultural differences and operational management issues were identified as areas of concern. Contains 16 tables/figures and 42 references. (MN)

ED 400 381 CE 072 671

Imel, Susan. *Kerka, Sandra*

Women and Literacy: Guide to the Literature and Issues for Woman-Positive Programs. Information Series No. 367.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—RR93002001

Note—104p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN367: \$9.75).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Basic Education, Adult Literacy, Annotated Bibliographies, Educational Practices, *Equal Education, Females, *Feminism, *Literacy, *Literacy Education, *Womens Education

Identifiers—Critical Pedagogy, Feminist Pedagogy, Gender Issues

This publication is intended to support the effort to focus literacy programs on women. It serves as a guide to the information and resources related to women and literacy and to assist the development of woman-positive programs. The first part of the guide describes the literature base, depicting the subject areas from which the resources are drawn and providing an organizing framework that classifies the materials by type. An explanation of how to find this information in the ERIC database is given. An annotated bibliography of 150 resources is organized according to the framework. The second part of the guide is an analysis of this information. The issues and trends emerging from this growing literature base are reviewed. The next chapter explores the topic of women as learners in more depth, including such questions as What is literacy? Why should women acquire literacy skills? and How should they acquire them? This section describes elements of an inclusive, learner-centered, woman-positive learning environment in which women can develop their skills. Specific practices for that environment are presented in the next section. The guide concludes with an annotated list of organizations that provide information and materials on women and literacy. Contains 140 references. (SK)

ED 400 382 CE 072 674

Fullmer, Wanda

A Primer on Personal Money Management for Middle and Older Women. Revised.

American Association of Retired Persons, Washington, D.C.

Pub Date—92

Note—101p.

Available from—American Association of Retired Persons, Fulfillment, 601 E Street, N.W., Washington, DC 20049 (stock number D13183).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Banking, *Consumer Education, Credit (Finance), Evaluation Criteria, *Females, *Financial Needs, Financial Services, Information Sources, *Middle Aged Adults, *Money Management, Needs Assessment, *Older Adults, Questionnaires, Records (Forms)

This booklet, which is intended to acquaint middle and older women with the basic principles of personal money management, presents action steps, tips, and sample forms for planning and organizing personal finances. The booklet is organized into 10 sections that deal with the following aspects of personal money management: determining financial goals; assessing financial situation/needs; long-range planning; examining current cash flow and preparing a spending plan; determining types of bank accounts needed and selecting a financial institution; getting a bank card; setting goals for insurance protection; putting legal affairs in order (if married, facing divorce, planning to marry/re-marry); investing for retirement; and getting help with finances. Concluding the booklet are the following: a list of 20 suggested readings, including 15 American Association for Retired Persons (AARP) publications; a list of bank and insurance company rating organizations; a financial planner interview questionnaire; and a list of AARP area offices. Also provided are 13 sample forms that are designed to be completed and kept in a financial planning notebook. Among the forms included are the following: goals list; personal directory; professional directory; list of document locations; cash flow statement; spending plan; lists of bank and brokerage accounts, credit cards, and insurance policies; and widowhood analysis. (MN)

ED 400 383

CE 072 675

Kogan, Deborah. And Others

Changes in the Hiring Process: New Actors, New Practices, and New Challenges. Final Report. Volume I: Findings and Implications [and] Volume II: Appendices.

Social Policy Research Associates, Menlo Park, CA.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—31 Oct 95

Contract—DOL-F-4957-5-00-80-30

Note—251p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Employer Attitudes, *Employment Practices, *Employment Qualifications, Employment Services, Focus Groups, *Labor Market, Literature Reviews, National Surveys, *Personnel Selection, *Private Sector, *Recruitment, Trend Analysis

Identifiers—High Performance Work Organizations

Trends in the recruitment and hiring practices of U.S. private sector firms were examined by analyzing data from the following: a literature review; telephone discussions with representatives of 13 key national labor market intermediaries (outplacement, career management, job search, screening, and staffing service firms); telephone discussions with 12 individual firms identified as being high-performance work organizations (HPWOs); and focus groups with a total of 26 employers in 3 cities. Among the trends identified were the following: employers are increasingly using a strategic mix of different staffing methods; prerecruitment activities are receiving increased emphasis; internal hiring through promotion/reassignment is among the preferred methods of filling job openings; hiring the right person for the job is increasingly considered a high-stakes decision; practices to select among candidates after the initial screening include testing for specific job-related skills, staff leasing, assessing personality traits, and conducting targeted interviews; and firms identified as HPWOs tend to face fewer challenges in recruiting new workers. Implications for the private and public sectors were discussed. (Contains 247 references. Appendices

contain summaries of the following: telephone discussions with labor market intermediaries; discussions with individual firms; and employer focus groups.) (MN)

ED 400 384

CE 072 680

Gray, Lynton. And Others

Reducing the Cost of Technical and Vocational Education. Education Research. A Report to the Overseas Development Administration.

Overseas Development Administration, London (England).

Pub Date—[93]

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cost Effectiveness, *Developing Nations, *Educational Finance, Foreign Countries, Postsecondary Education, *Retrenchment, Secondary Education, *Technical Education, *Vocational Education

This report describes research that examined ways of reducing the costs of technical and vocational education programs, particularly in developing countries. The report is organized in three sections. The first section offers an extensive survey of recent and current literature, augmented by perspectives obtained from interviews with key individuals with consultancy experience and through consultation with an expert panel at a seminar held as part of the project. The second part of the report identifies a number of key issues, based largely on field investigations by the project team in Thailand, Nigeria, Washington, and Geneva, and literature analysis of project documents. The report concludes with a number of recommendations on intervention strategies that suggest ways in which either the costs of technical and vocational education might be reduced (efficiency strategies), or the benefits from a given level of investment might be enhanced (effectiveness strategies). Efficiency measures that are suggested include the following: (1) staff productivity agreements, incentives, and improvements; (2) improved use of space and facilities; (3) equipment provision linked to spares, staff training, and establishing a maintenance infrastructure; and (4) comparative cost analysis. Effectiveness measures suggested are as follows: (1) analyzing relative impact of investment in general education; (2) introducing labor market signaling by institutions; (3) improving local management development and planning capacity; (4) enhancing institutional autonomy; (5) encouraging interinstitutional competition for resources and students; (6) realigning the planning responsibilities of national training agencies; and (7) undertaking experiments with resource bargaining and incentive systems to encourage a more responsive relationship between training institutions and national agencies. Contains 91 references. (KC)

ED 400 385

CE 072 681

Lewin, Keith M.

Education and Development: The Issues and the Evidence. Education Research. Serial No. 6.

Overseas Development Administration, London (England).

Report No.—ISBN-0-902500-66-X

Pub Date—93

Note—69p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Cost Effectiveness, Developing Nations, *Economic Development, *Educational Finance, *Educational Policy, Foreign Countries, *Labor Force Development, Secondary Education, Sex Fairness, Vocational Education, Womens Education

This literature review is divided into two main sections. The first part identifies key dimensions of the policy debate that will condition future patterns of investment in education. The themes chosen are the impact of recession, the effects of debt and structural adjustment programs on the resources available for education; the implications of demographic trends in developing countries; technological change and changing patterns of employment and livelihoods; the continued degradation of the global environment; the new priorities attached to human rights and good government; and the importance of gender issues in education and development. The second part provides and up-to-date culling of the research literature relating to seven specific fields. These fields are: (1) education and economic development issues; (2) school effectiveness and student achievement; (3) technical and vo-

cational education; (4) the balance of investment between educational levels; (5) private educational expenditure and cost recovery programs; (6) organizational reforms, assessment practices and alternate delivery strategies; and (7) literacy programs. (Contains 234 references.) (Author)

ED 400 386

CE 072 682

Rogers, Alan

Using Literacy: A New Approach to Post-Literacy Materials. Education Research. Serial No. 10.

Overseas Development Administration, London (England).

Pub Date—Nov 94

Note—78p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Basic Education, Basic Skills, Developing Nations, Foreign Countries, *Literacy Education, *Material Development, Reading Instruction, Reading Skills, *Supplementary Reading Materials

Identifiers—*Post Literacy Programs

A research project examined the production of post-literacy materials through field visits to South Africa, India, Germany, and the Netherlands. In every country the many materials that could be used for the practice of literacy fell into two main groups: special materials (post-literacy and easy reading materials) and real materials (extension and ordinary materials). Most special materials had the following characteristics: designed to carry development messages; intended for reading, not writing; designed for persons seen as learners; and produced in writing workshops. Projects using locally generated materials were never long lasting. Real materials consisted of materials produced by development agencies to meet local societal needs. There was growing interest in visual literacy and adaptation of real materials. These materials were often not generally available to the learner groups during their literacy programs, and literacy instructors in post-literacy received virtually no training. A radically new approach to post-literacy programs and materials was proposed that saw post-literacy as the provision of support for the practice of literacy in real situations using ordinary materials by persons who have limited skills of reading, writing, and calculating. (The report includes abbreviated case studies of post-literacy activities in South Africa, India, Bangladesh, Kenya, Uganda, and Zimbabwe. (Contains 72 references and an index.) (YLB)

ED 400 387

CE 072 683

McGrath, Simon. And Others

Education and Training for the Informal Sector. Volume 1. Occasional Papers on Education. Serial No. 11.

Overseas Development Administration, London (England).

Report No.—ISBN-0-902500-59-7

Pub Date—Mar 95

Note—147p.; For volume 2, containing the associated case studies, see CE 072 684.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Adult Education, Educational Research, *Entrepreneurship, Females, *Nonformal Education, Postsecondary Education, Secondary Education, *Self Employment, Small Businesses, *Vocational Education, *Womens Education

Identifiers—*Informal Education

This report presents results of a study that examined local, national, and international interventions and initiatives aimed at promoting education and training for the informal sector. Chapter 1 offers a rationale for the research. Chapter 2 considers how the formal education system currently affects the informal sector and how in future it might have greater influence. The focus of chapter 3 is on training that takes place in centers outside the worlds of school and work, but that owes something in character to both. It addresses nonformal education, the vocational training system, rural training, and non-governmental organization-organized training. Chapter 4 considers training within enterprises, both in the formal and informal sector. It argues that changes in formal sector-based training practices can also have an indirect impact on the informal sector. Then, it discusses existing models of training that have been generated within the informal sector and interventions that attempt to develop appropriate modern models. Chapter 5 focuses on training of women in the informal sector and presents findings on the training needs of women. Chapter 6 considers the extent to which education and training

need to be complemented by other interventions to be effective components in preparation for self-employment and describes pathways to self-employment. Contains 255 references. (YLB)

ED 400 388 CE 072 684

Leach, Fiona, Ed.
Education and Training for the Informal Sector, Volume 2: Country Case Studies. Occasional Papers on Education, Serial No. 11.
Overseas Development Administration, London (England).

Report No.—ISBN-0-902500-60-0
Pub Date—Mar 95
Note—194p.; For volume 1, see CE 072 683.
Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adult Education, Case Studies, Educational Research, *Entrepreneurship, Females, Government Role, National Programs, *Nonformal Education, Postsecondary Education, Secondary Education, *Self Employment, Small Businesses, *Vocational Education, *Womens Education

Identifiers—Chile, Ghana, India, *Informal Education, Kenya

This publication is a companion volume to a research report that examined local, national, and international interventions and initiatives aimed at promoting education and training for the informal sector. It provides four case studies on types of initiatives being taken by a wide range of actors in the area of education and training. "Ghana" (Osei Boech-Oceansey) addresses how the government realizes that employment opportunities in the formal sector of the economy will continue to be limited; therefore, educational reforms are now emphasizing the acquisition of skills that promote self-employment and entrepreneurship. "Kenya" (Henry Oketch) reviews strategies that individuals, the government, and nonprofit organizations are using to improve skills in the informal sector. It identifies nine different types of agencies or processes providing skills for self-employment. "India" (Keith D'Souza, Liza Thomas) focuses on the activities of four nongovernmental organizations working in the field of nonformal education in the state of Gujarat. Their emphasis is on capacity building rather than on employment generation or job skill development. "Chile" (Graciela Messina) compares two training programs for unemployed youth to develop a series of reflections on the role that training for the informal sector ought to play. It concludes that the government is more concerned with employment policies than with training policies. (YLB)

ED 400 389 CE 072 685

Bilham, Tim Gilmour, Rosie
Distance Education in Engineering for Developing Countries. Education Research. Serial No. 13.
Overseas Development Administration, London (England).

Report No.—ISBN-0-902500-68-6
Pub Date—Jun 95
Note—111p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Cooperative Programs, *Coordination, Cost Effectiveness, *Developing Nations, *Distance Education, Engineering, *Engineering Education, Foreign Countries, International Cooperation, *International Educational Exchange, Postsecondary Education, Program Development
Identifiers—Czech Republic, Sri Lanka, United Kingdom, Zimbabwe

This report describes a study that surveyed the provision of engineering distance education worldwide and investigated specifically the views of major providers in the United Kingdom (UK). Three countries were selected for in-depth investigation: Czech Republic, Sri Lanka, and Zimbabwe. Findings indicated the use of electronic media was growing rapidly. Perceptions of distance learning varied considerably. In the UK, it was now a growth market; in the United States, it was viewed as a second-class option; and in developing countries, people still needed to be convinced of its benefits. Practical subjects, such as engineering, could be taught effectively by distance learning if the practical issues were taught locally in suitable facilities. For developing countries, it would be more cost effective to buy existing courses where possible. Networks in the three countries could profitably and cost-effectively be used to help support the infrastructure necessary for any successful distance learning course. Collaborative models were attractive both economically and pedagogically. The three most common models were consultancy, joint development, and fully devolved. Prerequisites for successful engineering distance education were cultural adaptability, attitudes, local point of contact, and student support. (The three country reports are attached. Each contains sections on background information, economic background, major industrial sectors, environment, management, education system, and higher education. Contains 20 references.) (YLB)

ED 400 390 CE 072 686

Gray, L. And Others
Labour Market Signals & Indicators. Education Research. Serial No. 15.
Overseas Development Administration, London (England).

Report No.—ISBN-0-902500-70-8
Pub Date—96
Note—116p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adult Education, Developing Nations, Educational Needs, *Educational Planning, *Employment Projections, Employment Statistics, Foreign Countries, *Information Utilization, Labor Market, *Labor Needs, *Labor Supply, Needs Assessment, Postsecondary Education, Secondary Education, *Vocational Education
Identifiers—Bangladesh, Cambodia, Costa Rica, Zimbabwe

A research project examined ways in which labor market signals and indicators were being used and might be used to identify needs that could be met through national Technical and Vocational Education and Training (TVET) systems. Three case studies were undertaken in Bangladesh, Zimbabwe, and Costa Rica. The studies used a matrix that identified on one axis a number of key user groups of Labor Market Information (LMI) and on the other axis a series of questions or issues. A fourth case study was undertaken in Cambodia, and investigated ways in which an LMI system might be established there. Findings indicated no clear patterns of reasons for collection of LMI. Most data were quantitative. Formal, quantitative labor market data were collected mainly by research units within government departments. In each country, several ministries collected their own LMI, without reference to each other and with much duplication of effort. The most common investigative technique was the postal questionnaire survey, supplemented by census information. Only limited examples were found of LMI being used to enhance the short- and medium-term responsiveness of TVET. The benefit most commonly cited of LMI at national and regional levels was in deciding whether and where to site new training institutions. International agencies were the main sources of intervention for improvement of the LMI system. Findings were used to develop a framework for an LMI system. (Appendixes include 87 references, an interview framework, and an example of a LMI schedule. (YLB)

ED 400 391 CE 072 687

Kent, David W. Mushi, Paul S. D.
The Education and Training of Artisans for the Informal Sector in Tanzania. Education Research. Serial No. 18.
Overseas Development Administration, London (England).

Report No.—ISBN-0-902500-74-0
Pub Date—Oct 95
Note—155p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Adult Education, *Craft Workers, Developing Nations, Economic Development, *Entrepreneurship, Females, Foreign Countries, Handicrafts, *Job Training, Postsecondary Education, Secondary Education, *Small Businesses, *Trade and Industrial Education
Identifiers—*Tanzania

This study examines the structures and processes that assist in the training of youth who aspire to become artisans working in the informal sector. Chapter 1 serves as an introduction to the report. Chapter 2 addresses political and socioeconomic developments in post-independence Tanzania. Chapter 3 considers education, training, and youth problems and maps the pathways that exist between educational provision, vocational training, and employment in the formal and informal sectors. It includes results of a small survey of primary school pupils and informal sector youth that considers their

aspirations, expectations, and opinions about education, training, and employment. Chapter 4 describes the provision of assistance and vocational training by governmental and nongovernmental organizations. Chapter 5 focuses on the informal sector. It examines the government's acknowledgment of the socioeconomic importance of the informal sector and its proposals to provide for and encourage its future development. Examples of informal sector enterprises are examined. Chapter 6 presents each type of training provision operating in the country as a case study. Chapter 7 considers such factors as the following: function of primary and secondary education, suggestions to enhance current training provision and future recurrent training needs, improvement of the profile of women operators, and models to introduce innovation in rural and urban enterprises. Appendixes include interview schedules and questionnaires. (Contains approximately 125 references. (YLB)

ED 400 392 CE 072 688

Vig, Amanda. And Others
We the People: Guidelines to Taking Part in Democracy.
Ohio Literacy Network, Columbus.

Spons Agency—George Gund Foundation, Cleveland, Ohio.
Pub Date—96

Note—35p.; Also prepared by Adult Learners for the Future (ALF).

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Adults, Advocacy, *Citizen Participation, *Citizen Role, *Citizenship, Community Action, *Volunteers, *Voting
Identifiers—Ohio

This booklet deals with three ways in which to be an active citizen in a democracy: voting, communicating with elected officials, and volunteering. Words about citizenship that may be new to the reader are in bold print and underlined; a word box at the top of the page provides the meaning of specially marked words on that page. Part 1 on voting covers the fact that each vote matters, how to make an informed vote, who can vote, where to register to vote, changing registration, absentee ballots, where to vote, and what political parties are. Part 2 focuses on communicating with elected officials. It discusses reasons why one may wish to communicate with elected officials, writing letters, personal visits, telephone calls, local meetings, and program visits. Part 3 deals with volunteering and building a better community. It considers finding the right volunteer position and lists 23 volunteer referral services. (YLB)

ED 400 393 CE 072 696

Huws, Ursula. And Others
Teleworking and Gender.
Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—ISBN-1-85184-244-6
Pub Date—96

Note—91p.
Available from—The Institute for Employment Studies, Mantell Building, University of Sussex, Brighton BN1 9RF, England, United Kingdom; phone +44(0)-1273-686751; fax: +44(0)-1273-690430.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adult Education, *Employment Practices, Entrepreneurship, Females, Flexible Working Hours, Foreign Countries, Males, Part Time Employment, *Self Employment, *Sex Differences, *Sex Role

Identifiers—Netherlands, Sweden, *Telecommuting, United Kingdom

This report details a survey of 188 teleworkers throughout Europe that was supplemented by face-to-face interviews with 9 teleworkers in the United Kingdom, Sweden, and the Netherlands. The group of male and female home-based translators was chosen for two reasons: most surveys and case studies of teleworking have been company based and unable to study the self-employed, and past research on teleworking that has focused on gender differences has compared males and females in different occupational fields. Findings indicated some evidence of a breakdown in the differences between men and women, with some men taking on "feminine" roles within the household, whereas some female teleworkers were "breadwinners." This finding supported the view that gender differences in labor market behavior resulted from the different

social situations in which men and women tended to find themselves. Although the majority said they had chosen this form of work because they wanted to be autonomous, free, and "their own boss," in practice they had less freedom to control their time because of the unpredictability of the work and the shortness of the deadlines. A very high and unmet demand for training was uncovered. Teleworking was found to have enormous potential to become an instrument that promotes equality of opportunity between men and women in the labor market. However, the study concluded this potential could only be realized if teleworking were introduced in ways that maximize choices. (Contains 34 references.) (YLB)

ED 400 394 CE 072 702
Integrated Curriculum Activities. Integration of Vocational and Academic Learning through Tech Prep.

Orange County Public Schools, Orlando, Fla.; Osceola County School District, Kissimmee, Fla.; Valencia Community Coll., Orlando, Fla.

Spons Agency—Department of Education, Washington, DC.

Pub Date—95

Contract—V248A40126

Note—283p.; For a related report, see ED 384 775.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Academic Education, Classroom Techniques, Communication Skills, Course Content, High Schools, *Integrated Curriculum, *Learning Activities, Learning Modules, Lesson Plans, Mathematical Applications, Science Instruction, Teaching Methods, *Tech Prep, Two Year Colleges, *Vocational Education

The integrated learning activities in this guide were developed by a committee of educators from Osceola District Schools, Orange County Public Schools, and Valencia Community College (Florida) for a tech prep curriculum. Included are 32 communications-related activities, 30 mathematics activities, and 10 science activities. Each activity includes the discipline and/or the specific course for which it was designed. The topic, competency, and goal are specified, as well as the needed student preparation, materials needed, a description of how to implement the activity, what assessment might be done, the resources used for development, and who developed the activity. Examples of the topics are as follows: creating graphs and an explanation of the information in them; writing an essay on a topic based on the Cable News Network Business Daily Report; producing a thesis appropriate to issues of business and industry; international faxing; preparing for a job interview; developing a resume; gathering and analyzing information and analyzing information to build a swimming pool; using algebra to calculate drug dosage; calculating voltage; calculating the time it takes an object to fall; calculating prices based on inflation rates; using radioactive isotopes in medicine; and time value of money. (KC)

ED 400 395 CE 072 705

Hopex, Elisabeth And Others

Collaborative Teacher-Based Research. A Report on the 1995-1996 Project.

Wisconsin Univ., Madison. Dept of Continuing and Vocational Education.

Spons Agency—Wisconsin Technical Coll. System Board, Madison.

Pub Date—96

Note—33p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Adult Educators, Annotated Bibliographies, *Educational Practices, Educational Research, *Pilot Projects, Research Methodology, *Research Utilization, *Teacher Attitudes

Identifiers—353 Project, Madison Area Technical College WI, *Teacher Researchers

A project in collaborative teacher-based research was undertaken at Madison Area Technical College in Wisconsin as a background study for eventual implementation of teacher research in the Adult Basic Education (ABE) classroom. Personnel involved included an individual who served as both a director and consultant and five part-time teachers. The teachers attended a conference on teacher-based research, collected resources through online searches, and met together for collaborative planning and sharing of research. The teachers agreed that students should be informed about the research plans early in the process. Issues identified in the series of

project meetings included the following: (1) finding a research question and remaining on the research timeline; (2) sharing research through publication and presentation; (3) student attendance in ABE classes; (4) confidentiality; (5) instructor isolation and collegial support; and (6) instructor time and support. A plan and timeline for conducting the research was developed, but the pilot study was not funded. (The annotated bibliography of 47 citations developed during the preliminary project is included in this report.) (KC)

ED 400 396 CE 072 714

Campbell, Clifton P., Ed.

Education and Training for Work. Volume 1—Planning Programs.

Report No.—ISBN-1-56676-417-3

Pub Date—96

Note—287p.; For volume 2, see ED 072 715.

Available from—Technomic Publishing Co., Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adult Learning, Cognitive Style, *Education Work Relationship, Employment Potential, *Employment Qualifications, Evaluation Methods, *Instructional Development, Job Skills, *Job Training, Labor Force Development, Labor Needs, Learning Processes, Motivation, Needs Assessment, On the Job Training, Postsecondary Education, Program Evaluation, Questionnaires, Records (Forms), Secondary Education, Skill Development, *Systems Approach, Teacher Expectations of Students, Teaching Styles, Theory Practice Relationship, *Vocational Education, Young Adults

This book, which is intended for practicing or aspiring instructors, curriculum developers, and others engaged in work force development at the secondary and postsecondary levels, contains eight papers explaining how to plan education and training for work. The following papers are included: "Determining the Market Demand for Skilled Workers" (Clifton P. Campbell); "Instructional Systems Development" (Clifton P. Campbell); "The Content of Instruction" (Dennis R. Herschbach); "Employability Skills" (Gregory C. Petty); "How Young Adults Learn: Theory and Practice" (Paul A. Bott); "How to Foster High Expectation and Motivation" (Roger B. Hill); "Structured On-the-Job Training: Pitfalls and Payoffs" (David C. Bjorkquist, Brian P. Murphy); and "An Approach to Program Evaluation" (David D. L'Angelle). Many papers include a variety of illustrative examples and sample materials such as the following: checklist for using various work force projection and forecasting approaches; guidelines for conducting in-person interviews and follow-up (tracer studies); prototype follow-up questionnaire; sample job performance measure; generic skills and competency lists; sample employer and supervisor course evaluation questionnaires; training impact survey; and recommended format for evaluation reports. (MN)

ED 400 397 CE 072 715

Campbell, Clifton P., Ed.

Education and Training for Work. Volume 2—Delivering Instruction.

Report No.—ISBN-1-56676-418-1

Pub Date—96

Note—287p.; For volume 1, see CE 072 714.

Available from—Technomic Publishing Co., Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Academic Education, Adult Education, Behavioral Objectives, *Classroom Techniques, Computer Uses in Education, Cooperative Learning, Coordination, Counseling Techniques, *Delivery Systems, Educational Games, *Education Work Relationship, Individualized Instruction, *Job Training, Learning Activities, Learning Processes, Lesson Plans, Mentors, Postsecondary Education, Records (Forms), Secondary Education, Simulation, *Teaching Methods, *Vocational Education, Work Experience Programs

This book, which is intended for practicing or aspiring instructors, curriculum developers, and others engaged in work force development at the secondary and postsecondary levels, contains nine papers explaining how to deliver education and training for work. The following papers are included: "Individualized Instructional Systems for Workforce Preparation Programs" (Nevin R.

Frantz, Jr.); "Enhancing Classroom Learning" (Dennis R. Herschbach); "Principles and Techniques of Learning and Teaching" (Lester G. Duenk); "Using Computers for Instructional Support and Instruction" (Ronald K. Pendleton, Judith Gresham); "Games, Simulations, and Role Playing" (Lester G. Duenk); "Using Collaborative Team-Based Learning (Cooperative/Group Learning)" (John L. Scott); "Coaching and Counseling Skills" (Richard L. Ressurreccion); "The Workplace Mentor: The Key to Successful School-to-Work Transition Programs" (Edward C. Mann, Harold L. Shoemaker, Jr.); and "The High Performance Schoolhouse: A Means/Ends Discussion on Academic and Vocational Education" (Edward B. Brower, Thomas J. Walker, and Chester P. Wichowski). Many papers include a variety of illustrative examples and sample materials such as the following: outlines of the analysis, design, implementation, and evaluation phases of instructional delivery; list of on-line resources; sample games/simulations/role-playing activities; sample lesson plan for cooperative learning programs; and lists of basic/technical skill factor groupings. (MN)

ED 400 398 CE 072 716

Hake, Barry J., Ed. Marriott, Stuart, Ed.

Adult Education between Cultures. Encounters and Identities in European Adult Education since 1890. Leeds Studies in Continuing Education.

Cross-Cultural Studies in the Education of Adults, Number 2.

Leeds Univ. (England). Dept. of Adult and Continuing Education.

Report No.—ISBN-0-900960-59-0; ISSN-0965-0342

Pub Date—92

Note—299p.; For a related document in the Cross-Cultural Studies series, see CE 072 717.

Available from—Leeds Studies in Continuing Education/Museum of the History of Education, Rm. 14, Parkinson Court, University of Leeds, Leeds LS2 9JT, United Kingdom.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—*Adult Education, Comparative Analysis, Cross Cultural Studies, *Cultural Context, Cultural Differences, *Cultural Exchange, Educational Change, Educational History, *Educational Practices, *Educational Trends, *Extension Education, Foreign Countries, Higher Education, Open Universities, Role of Education Identifiers—Africa, *Europe, Folk High Schools, Popular Education, United States

This book contains the following papers from a European research seminar examining the history and theory of cross-cultural communication in adult education: "Introduction: Encounters and Identities in European Adult Education since 1890" (Barry J. Hake, Stuart Marriott); "The University Extension Movement (1892-1914) in Ghent, Belgium in Comparative Perspective" (Dirk van Damme); "Adaptation of an Educational Innovation: The Introduction of University Extension into the Netherlands, 1890-1920" (Xandra de Vroom); "A Science of Democracy: An Outline of the Development of University Extension in Europe, 1890-1920" (Tom Steele); "The Popular Universities in Europe, 1890 to 1920: What Was Being Popularized?" (Stuart Marriott); "University Extension in the United States: The English Connection" (Janet Coles); "Ruskin and Morris in the Netherlands: An Exploratory Study of Their Influence on Dutch Adult Education" (Bastiaan van Gent); "The Arbeiterbuchgemeinschaften in the Weimar Republic: An Instrument of Cross-Cultural Adult Education?" (Angelika Kaus); "Labour and Cultural Transfer: Work Camps in the West, 1918-39" (John Field); "Folk High School" or "Voluntary Labour Camp"? Residential Educational Provision for Young Adults in Germany and the Netherlands in the 1930s" (Barry J. Hake); "Rolf Gardiner: An Inter-War, Cross-Cultural Case Study" (Malcolm Chase); "Contested Concepts: The Development of Education in British India from the Early Years to 1920" (Richard Taylor); "The Introduction of University Adult Education into Anglophone Africa: The Case of Ghana" (Colin Titmus); and "Adult Education as Intercultural Communication" (Folke Glastra and Erik Kats). (MN)

ED 400 399 CE 072 717

Marriott, Stuart, Ed. Hake, Barry J., Ed.

Cultural and Intercultural Experiences in European Adult Education. Essays on Popular and Higher Education since 1890. Leeds Studies in

Continuing Education. Cross-Cultural Studies in the Education of Adults, Number 3.
Leeds Univ. (England). Dept. of Adult and Continuing Education.

Report No.—ISBN-0-900960-67-1; ISSN-0965-0342

Pub Date—94

Note—322p. For a related document in the Cross-Cultural Studies series, see CE 072 716.

Available from—Leeds Studies in Continuing Education/Museum of the History of Education, Rm. 14, Parkinson Court, University of Leeds, Leeds LS2 9JT, United Kingdom.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—*Adult Education, Andragogy, Case Studies, Continuing Education, Cross Cultural Studies, *Cultural Context, Cultural Differences, *Cultural Exchange, Educational Change, Educational History, Educational Objectives, Educational Policy, *Educational Practices, *Educational Trends, Extension Education, Foreign Countries, Higher Education, *Role of Education

Identifiers—*Europe, Folk High Schools, Popular Education

This book contains the following papers from a European research seminar examining the history and theory of cross-cultural communication in adult education: "Introduction" (Stuart Marriott, Barry J. Hake); "Formative Periods in the History of Adult Education: The Role of Social and Cultural Movements in Cross-Cultural Communication" (Barry J. Hake); "Adult Education and Associated Life in Frankfurt am Main and Barcelona: A Structural Comparison" (Wolfgang Seitter); "With Fire and Faith": R. G. Moulton's University Extension Mission to the United States" (Janet Coles); "The Colonial Metaphor and the Mission of Englishness: Adult Education and the Origins of English Studies" (Tom Steele); "The Invention of Dutch Andragogy: The Role of Octavia Hill and Paul Natorp" (Bastiaan van Gent); "Fifty Years of an Educational Mission: The 'Tutorial Class' Movement in Anglo-German Perspective" (Stuart Marriott); "Policy-Borrowing and Adaptation in the Development of Continuing Education in Northern Ireland, 1921-1950" (John Field); "Cross-Cultural Communication in European Adult Education since the Second World War: Participants, Purposes, and Problems" (Colin Titmus); "A Geneva Experiment in University Extension in the 1890s" (Michele E. Scharrer); "Debate or Babel? University Extension in the Netherlands" (Xandra de Vroom); "Institutions and Activities of Adult Education in Slovenia to the 1920s" (Jurij Jug); "Helena Radlinska and the School of Adult Education and Social Work at the Free University of Poland" (Zofia Waleria Stelmazuk); "Edgar Zisel, Science and Popular Education in Vienna in the Early Twentieth Century" (Johann Dvorak); "Making Popular Education Known to the Public: Dissemination of 'Volkhochschulen' in Austria 1870-1930" (Christian Stifter); and "Conditions, Aims and Functions of State Policy for Adult Education: The Austrian Example in Historical and Contemporary Perspective" (Gerhard Bisovsky). (MN)

ED 400 400 CE 072 719

Markus, Nancy L.
Annotated Bibliography of Mathematics Resources. Program Resources.

Kent State Univ., OH. Ohio Literacy Resource Center.

Spons Agency—Department of Education, Washington, DC.

Pub Date—Oct 96

Note—9p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Citations (References), *Educational Resources, *Literacy Education, Mathematical Applications, *Mathematics Instruction, *Teaching Methods

Two bibliographies that review 18 books and resource materials that adult educators can use to teach mathematics in adult literacy classes are included. The materials are suggested to help teachers implement an effective, successful mathematics program, using many of the strategies recommended by the National Council of Teachers of Mathematics. Titles, authors, publisher and address, cost and detailed summaries are provided for each resource. Books and resources provide information on teaching

methods, suggested activities, curriculum, and using manipulatives. The following titles are included: "Spaces: Solving Problems of Access in Engineering and Science"; "Get It Together: Math Problems for Groups"; "Problems Plus: Mathematical Problem Solving"; "Family Math" (Jean Stenmark et al.); "Math for Smarty Pants" (Marilyn Burns); "GED Math Problem Solver" (Myrna Manly); "Mental Math in the Primary Grades/Middle Grades/Junior High" (Jack A. Hope et al.); "When Are We Ever Gonna Have to Use This?" (Hal Saunders); "Mathematicians Are People, Too" (Luetta and Wilbert Reimer); "Elementary School Mathematics: Teaching Developmentally (Second Edition)" (John A. Van De Walle); "About Teaching Mathematics: A K-8 Resource" (Marilyn Burns); "Mathematicians Are People, Too, Volume II" (Luetta Reimer and Wilbert Reimer); "Problem Solving: A Basic Mathematics Goal. Volumes 1-2" (Steven P. Meiring); "Group Solutions: Cooperative Logic Activities for Grades K-4" (Jan M. Goodman); "Let's Pattern Block It" (Peggy McLean et al.); "Fractions with Pattern Blocks" (Matthew E. Zullie); "Problem Solving with Pentominoes: Grades 1-4 Activity Book" (Alison Abrahms); and "Square Tile: Explorations and Problems: Grades 4-9" (Don Miller and Bishne Naraine). Sources for purchasing the publications are listed. (KC)

ED 400 401 CE 072 721

Mangum, Garth. Ed. **Mangum, Stephen, Ed. Of Heart and Mind. Social Policy Essays in Honor of Sar A. Levitan.**

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Report No.—ISBN-0-88099-171-2

Pub Date—96

Note—427p.

Available from—W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007-4686 (paperback: ISBN-0-88099-171-2; cloth: ISBN-0-88099-172-0).

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Accountability, Adult Education, At Risk Persons, Block Grants, Disadvantaged Youth, Economic Development, Educational Attainment, Educational Legislation, *Education Work Relationship, *Employment Patterns, Employment Practices, *Employment Programs, Employment Services, Essays, Ethnic Groups, Federal Legislation, Financial Support, Job Development, Labor Force Development, *Labor Market, Minimum Wage, *Public Policy, Public Sector, Secondary Education, Social Change, Unemployment, Unions, *Vocational Education, Young Adults, Youth Programs

Identifiers—Comprehensive Employment and Training Act, Manpower Development and Training Act, *Social Policy, Welfare Reform

This book contains 17 social policy essays on various topics related to labor and full employment policies in the United States. The following papers are included: "Introduction" (Stephen Mangum); "Secular Rabbi: The Life and Times of Sar A. Levitan" (Garth Mangum); "Young Workers, Young Families, and Child Poverty" (Andrew Sum, Clifford Johnson, Neal Fogg); "Ethnic Differences in School Departure: Does Youth Employment Promote or Undermine Educational Attainment?" (Marta Tienda, Avner Ahituv); "MDTA (Manpower Development and Training Act) and CETA (Comprehensive Employment and Training Act): 'A Personal Revisit' (Eli Ginzberg); "Vocational Education Accountability in a 'Block-Grant-to-States' World: Historical Perspective" (David W. Stevens); "Employment Service Revisited" (Miriam Johnson); "Contingent Work and the Role of Labor Market Intermediaries" (Audrey Freedman); "Minimum Wage Policy and Research: What's a Person to Believe?" (Stephen E. Baldwin, Robert S. Goldfarb); "Public Sector Job Creation: A Review of Past Experience and Its Relevance to the Future" (William Grinker); "Achieving National Economic and Social Goals: The Counterproductive Role of Post-1965 Immigration Policy" (Vernon M. Briggs, Jr.); "The Baby and the Bath Water: Lessons from the Next Employment and Training Program" (Burt S. Barnow, Christopher T. King); "Toward Quality Programs for At-Risk Youth" (Susan P. Curnan, Alan Melchior, Alan Zuckerman); "Welfare Reform: Lessons from the JOBS (Job Opportunities and Basic Skills) Program" (Irene Lurie, Colletta

Moser); "What Should Be Our Human Capital Investment Policy?" (James J. Heckman); "Employment and Unemployment Statistics Revisited" (Markley Roberts); and "The Prospects for Arbitration in the Nonunion Sector" (Trevor Bain). Concluding the book are a 489-item bibliography of works by Sar A. Levitan and a subject index. (MN)

ED 400 402 CE 072 722

Gray, Lynton Warrender, Ann-Marie. **Evidence for Action. Papers Prepared for FEFC's Learning & Technology Committee. FEFA Paper.**

Further Education Development Agency, London (England).

Report No.—ISSN-1361-9977

Pub Date—96

Note—24p.

Available from—Further Education Development Agency, Publications Dept., Mendip Centre, Blagdon, Bristol BS18 6 RG, United Kingdom (6.50 pounds).

Journal Cit—FE Matters; v1 n5 1996

Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Community Colleges, Computer Uses in Education, Distance Education, Educational Change, *Educational Practices, *Educational Technology, Educational Trends, Foreign Countries, *Industrial Training, Internet, *Multimedia Instruction, Open Education, Student Centered Curriculum, Technical Institutes, Technological Advancement, Two Year Colleges

Identifiers—Canada, *United Kingdom, United States

This document contains four reports on technology and further education (FE) that Lynton Gray and Ann-Marie Warrender prepared for the Further Education Funding Council's Learning and Technology Committee. The first report, "Main Themes from Learning & Technology Committee Press Surveys," examines three themes that were identified during a review of British press coverage of the role of information/learning technologies in FE: technological developments, organizational changes and learning applications. "Learning and Technology in American Community Colleges," which is based on materials presented at an American Association of Community Colleges convention, discusses the following topics: technology and teaching, distance learning, technologies and the Internet, and industry and student-centered learning. "Multimedia and Education," which is based on materials presented at an Association for the Advancement of Computing in Education conference, examines the following topics: technology for teachers, breaching the technological barriers, the impact of national initiatives, publishing and multimedia, and Canada's Open Learning Agency. "Learning Technologies in Industrial Training" explains the uses of information and learning technologies by a small sample of British companies in their own training programs. The implications of the four papers for reform of FE are summarized in a final section titled "Evidence for Action." (MN)

ED 400 403 CE 072 723

McConnell, Charlie, Ed. **Community Education: The Making of an Empowering Profession.**

Scottish Community Education Council, Edinburgh.

Report No.—ISBN-0-947919-75-9

Pub Date—96

Note—370p.; Foreword by Sir Kenneth Alexander. Available from—Scottish Community Education Council, Rosebery House, 9 Haymarket Terrace, Edinburgh EH12 5EZ, Scotland, United Kingdom (15 pounds).

Pub Type—Collected Works - General (020) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Adult Educators, Change Strategies, *Community Development, *Community Education, Community Schools, Curriculum Development, Educational Benefits, Educationally Disadvantaged, *Educational Needs, Educational Objectives, Educational Opportunities, *Educational Practices, Elementary Secondary Education, *Empowerment, Foreign Countries, Guidelines, Professional Education, Program Evaluation, *School Community Relationship, Social Change, Teacher Education,

Youth Programs Identifiers—Scotland

The following papers are included: "Foreword" (Alexander); "Preface" (McConnell); "Editorial Introduction" (McConnell); "People Power" (Gibson); "Community Education within the Context of Reorganisation of Local Government" (Hughes); "The Challenge of Change" (Alexander Report); "Professional Education and Training for Community Education" (Carnegie Report); "Policy Review Group on Community Development Services in Strathclyde" (Strathclyde Regional Council); "Discussion Paper No. 1" (Scottish Community Education Council); "Signposts to Nowhere" (Ian Martin); "Towards Community Education" (Nisbet et al.); "Community Education in Scotland" (McConnell); "The Right to Learn—A Statement on Adult Education" (Scottish Institute of Adult Education); "A Study of Community Work in Glasgow: Change and Conflict" (Bryant, Holmes); "A Little Local Inequality" (Young); "Definitions, Methods, Paradigms in Community Education and Community Development" (McConnell); "Working with Young People" (Strathclyde Regional Council); "A Policy Document. Scottish Community Education Council" (Scottish Adult Basic Education Unit); "The Scottish Community Education Council" (Wilson); "Training for Change" (Scottish Community Education Council); "A Study of Policy, Organisation and Provision of Community Education and Leisure and Recreation in Three Scottish Regions" (Alexander, Leach, Steward); "Key Texts in Community Education" (Kirkwood); "Keeping a Low Profile" (Barr); "Living Adult Education" (Kirkwood, Kirkwood); "Community Education Service and Its Role in Developing Learning Opportunities for Adults" (Milburn); "Measuring the Benefits of Youth Work" (Hendry et al.); "Youth Work Curriculum" (Scottish Standing Conference on Voluntary Youth Organisations); "Community Development in the Community Education Service" (Principal Community Education Officers Group); "Guidelines for Qualifying Community Education Training" (Community Education Validation and Endorsement); "Performance Indicators for the Community Education Service" (Her Majesty's Inspector of Schools); "Educational Disadvantage in Scotland—A 1990s Perspective" (Nisbet, Watt); "Community Education and the New Councils" (Sinclair); "Community Education" (Convention of Scottish Local Authorities); "Guidance to New Authorities on Their Responsibilities for Community Education" (Scottish Office Education Department); and "Scotland as a Learning Society" (Scottish Community Education Council). (MN)

ED 400 404

CE 072 724

Elder, Bruce

Communication Skills.

Report No.—ISBN-0-7329-2530-4

Pub Date—94

Note—382p.

Available from—Macmillan Education Australia, 107 Moray Street, South Melbourne, Victoria 3205, Australia (\$32.95 Australian).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adult Education, Behavioral Objectives, *Business Communication, *Business Education, Check Lists, *Communication Skills, *Competency Based Education, Conflict Resolution, Employment Interviews, Foreign Countries, Information Dissemination, Job Search Methods, Learning Activities, Learning Modules, Literacy Education, Meetings, *National Curriculum, Postsecondary Education, Public Speaking, Records (Forms), Resumes (Personal), Skill Development, Teamwork, Technical Writing, *Workplace Literacy

Identifiers—TAFE (Australia)

This book, which was written to comply with requirements of Australia's Technical and Further Education (TAFE) National Communication Modules, contains 14 chapters that reflect current thinking regarding the subject of communication. They are designed to help widely diverse groups of students in the modern business and industrial world develop competence in the area of business communication. Discussed in the individual chapters are the following topics: the theory of communication, communicating in the workplace, communicating in work teams; dealing with conflict, negotiating, building teams, conducting meetings, interacting with clients, presenting information, developing job-seeking skills, conducting/participating in inter-

views, speaking in public, writing in plain English, and presenting reports. Each module contains some/all of the following: chapter aim, outline of chapter structure, discussion of recommended resources, background information about the topic addressed in the module, instructional exercises, suggestions for further reading, lists of tips, and sample forms. Among the various types of exercises included throughout the book are the following: educational games, role playing, drawing, and group discussions. Concluding the book is a subject index. (MN)

ED 400 405

CE 072 730

Merriam, Sharon R. Brockett, Ralph G.

The Profession and Practice of Adult Education: An Introduction. The Jossey-Bass Higher and Adult Education Series.

Report No.—ISBN-0-7879-0290-X

Pub Date—97

Note—334p.

Available from—Jossey-Bass Publishers, Inc., 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Adult Education, *Adult Educators, Adult Students, Delivery Systems, *Educational History, *Educational Philosophy, International Educational Exchange, Student Characteristics

This book provides an overview of major dimensions of the adult education field and raises awareness of the critical issues and tensions inherent in its practice. Chapter 1 sketches the broad outlines of the field in terms of its definitions, major concepts, goals, and purposes. Chapter 2 explores the philosophical foundations of adult education. Chapter 3 examines how the history of the field has been approached and interpreted. Chapter 4 outlines three critical issues related to the foundations for adult education practice: whether to strive for unity, whether to align with the rest of education, and whether the primary focus of activity should be the individual or society. Chapter 5 outlines how agencies and organizations deliver formal adult education in the United States. Chapter 6 focuses on the learner—who participates, why, and what they study. Chapter 7 describes adult education in other parts of the world and conceptualizes international adult education as a forum for exchanging ideas and experiences. Chapter 8 focuses on issues related to the organization and delivery of adult education. Chapter 9 examines current aspects of the professionalization of adult education. Chapter 10 explores adult educators and learners out of the mainstream. Chapter 11 addresses tensions and issues related to the very different visions of adult education offered in Chapters 9 and 10. Appendixes include 547 references and name and subject indexes. (YLB)

ED 400 406

CE 072 731

Cranton, Patricia

Professional Development as Transformative Learning. New Perspectives for Teachers of Adults. The Jossey-Bass Higher and Adult Education Series.

Report No.—ISBN-0-7879-0197-0

Pub Date—96

Note—233p.

Available from—Jossey-Bass Publishers, Inc., 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Adult Educators, *Adult Learning, *Critical Thinking, Educational Change, Independent Study, Inservice Teacher Education, Professional Continuing Education, *Professional Development, *Reflective Teaching, Teacher Characteristics, Teacher Improvement

Identifiers—Transformation Theory (Adult Learning)

This book draws on recent scholarship in adult education to provide practical ideas for adult educators on how to stimulate and support their own development as educators and better understand the process of professional development as adult learning. Chapter 1 provides an overview of the diverse contexts within which educators work and the nature of professional development in those contexts. Chapter 2 elaborates on specific strategies that are traditionally used in professional development, considering each in terms of the type of knowledge it fosters and its congruence with educators' practice. Chapter 3 describes educators' development in terms of Candy's (1991) four facets of self-direction. Chapter 4 on critical reflection uses Brookfield's (1987) components of critical thinking as a basis to

discuss how educators' development can be critical in nature. Chapter 5 applies Mezirow's (1991) theory of transformation to the development of adult education practice. Chapter 6 uses Jung's (1971) psychological type theory to discuss the influence of educators' characteristics on their work. Chapter 7 discusses working toward change in organizations and institutions within the community of educators. Chapter 8 presents a model depicting the influences on educators' development and educators' influences on their context and culture. Chapter 9 provides strategies that developers can use in working with educators. Appendixes include 223 references and an index. (YLB)

ED 400 407

CE 072 732

Quigley, B. Allan

Rethinking Literacy Education. The Critical Need for Practice-Based Change. The Jossey-Bass Higher and Adult Education Series.

Report No.—ISBN-0-7879-0287-X

Pub Date—97

Note—285p.

Available from—Jossey-Bass Publishers, Inc., 350 Sansome Street, San Francisco, CA 94104.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Action Research, Adult Basic Education, *Adult Educators, *Adult Literacy, Classroom Techniques, Dropouts, *Educational Change, Educational Philosophy, High Risk Students, *Literacy Education, Program Improvement, Teacher Improvement, *Teaching Methods

This guide gives adult educators and trainers in the literacy field concrete suggestions and alternatives for their work. It provides historical and evolutionary frameworks they can use to shape a new philosophy of adult literacy and improve their practice. Part 1 looks at literacy through the eyes of society, describing myths, rhetoric, and stereotypes and placing particular emphasis on the media (chapter 2) and political parties (chapter 3). Part 2 looks at literacy through the eyes of practitioners. Chapter 4 assists them in rethinking educational approaches and suggests ways to restructure entire classrooms, programs, and institutions around learners' interests and practitioners' strengths. Chapter 5 explores the hidden curricula found in many commercial texts used in literacy and discusses possible solutions. Part 3 looks at the field through the eyes of at-risk and potential learners. Chapter 6 suggests specific steps to address the critical issue of at-risk learners who drop out. Chapter 7 offers suggestions for adults who resist programs altogether. Part 4 shows how action research by practitioners can be used to test ideas, create knowledge, and advocate for change. Chapter 8 outlines a multistate model for action research. Chapter 9 is an appeal to practitioners to rededicate themselves to advancing the field. Appendixes contain the following: a prior schooling and self-perception inventory, 22 resource organizations, 400 references, and name and subject indexes. (YLB)

ED 400 408

CE 072 736

Cornell, Sylvia Ryce

Partnerships that Work: Business/Education Coalitions for the 21st Century!!!

Creative Concepts Unlimited, Missouri City, TX. Pub Date—24 Oct 96

Note—20p.; Paper presented at a meeting of the National Council for Occupational Education (St. Louis, MO, October 24, 1996).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Community Resources, *Cooperative Programs, Economic Development, Economic Factors, *Educational Improvement, Educational Resources, Educational Trends, *Education Work Relationship, Employment Practices, *Futures (of Society), *Institutional Cooperation, Organizational Effectiveness, Postsecondary Education, Productivity, Quality of Working Life, *School Business Relationship, Secondary Education

The U.S. educational system and U.S. business share common problems of shrinking budgets, rapidly shifting demographics, and changes in their structure and missions. Meeting on common ground, pooling shrinking resources, and creating smooth transitions from school to work are critical issues. Creating, nurturing, and sustaining effective partnerships and coalitions is a winning solution for each side. Steps to create an effective coalition can be laid out in four phases: search for partners, court-

ship, early stages of the "marriage," and golden and mature years of the relationship. Productive partnerships between educators and business result in better educated students and a more productive work force. Corporations, the public sector, and educational systems have been given a common mandate for accountability and a focus upon the bottom line. The bottom line must include a world-class work force, better trained public servants, and well-prepared students. Successful partnerships are like successful marriages: if proper care and nurturing are invested in these relationships, the payoff is long and rewarding and each partner grows and flourishes. (Role models of successful partnerships with names and addresses are included. A reference list includes 14 books and pamphlets, 6 standard reference books, 9 professional associations, and 9 periodicals.) (KC)

ED 400 409 CE 072 737

Vocational Rehabilitation, VA Continues to Place Few Disabled Veterans in Jobs. Report to the Chairman, Subcommittee on Education, Training, Employment, and Housing, Committee on Veterans' Affairs, House of Representatives.

General Accounting Office, Washington, DC. Health, Education, and Human Services Div. Report No.—GAO/HEHS-96-155
Pub Date—Sep 96
Note—33p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free; additional copies \$2 each; 100 or more: 25% discount).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Disabilities, Employment Services, *Job Placement, *Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Evaluation, *State Programs, Veterans, *Veterans Education, *Vocational Rehabilitation

Since the 1940s, the Department of Veterans Affairs (VA) has provided training to veterans with service-connected disabilities to help improve their employability. A review of the program, legislation, regulations, and operating procedures and an analysis of program data and visits to regional offices and rehabilitation agencies in four locations were conducted to determine the success of the program in placing veterans in jobs, as mandated by 1980 legislation. Some of the results of the study were the following: (1) the program has rehabilitated about 8 percent of the approximately 74,000 veterans found eligible for vocational rehabilitation services over the last 5 years, whereas about 50 percent of the eligible veterans continued to receive program services; (2) the program continues to send veterans primarily to training and does not focus on employment services; (3) only about one in four veterans in the program has a serious employment handicap; (4) a review of 100 case files showed an average of \$20,000 spent on each veteran who gained employment and about \$10,000 on each program dropout; (5) more than half the total costs of rehabilitation services consisted of payments to veterans to cover their basic living expenses; (6) a comparison of state vocational rehabilitation programs over the last 5 years showed that state agencies rehabilitated 37 percent of the approximately 2.6 million individuals eligible for vocational rehabilitation program services, whereas about 31 percent continued to receive program services; (7) the state agencies provide a wide range of rehabilitative services and a majority of the program participants had severe disabilities; and (8) the state agencies spent, on average, about \$4,000 on each client who achieved employment and about \$2,000 on each client who dropped out of the program. The VA is currently trying to improve programs in order to increase the number of veterans who obtain suitable employment. (Appendixes include scope and methodology, comments from the VA, and a list of major contributors.) (KC)

ED 400 410 CE 072 738

A Vision for Nevada, 1994 Annual Report to the Community.

Nevada State Dept. of Education, Carson City.
Pub Date—94
Note—11p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Improvement, *Employment Women, Enrollment, *Nontraditional Occupations, *Nontraditional Students, Postsecondary Education, Program Effectiveness,

Program Implementation, Secondary Education, Sex Discrimination, *Sex Fairness, *State Programs, *Wages

Identifiers—Carl D Perkins Voc and Appl Techn Educ Act 1990, *Nevada

In Nevada, equity projects funded through the Carl D. Perkins Vocational and Applied Technology Act and administered by the Nevada Department of Education provide program improvement, occupational preparation, training, resources, and activities designed to address the needs of all students. Although the emphasis has been on females, in particular single parents, displaced homemakers, and single pregnant women because of their profound need, all students benefit from participating in these programs and activities that prepare them to be a part of Nevada's diverse and changing society. In 1993-94, approximately \$460,000 was awarded to programs in Nevada to provide services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary occupational education. Major accomplishments include the following: (1) more than 400 single parents and displaced homemakers were trained in basic and occupational skills that will allow them to leave government subsidies for the job market; (2) more than 5,000 middle school and secondary youth now have increased awareness of career options that will lead to new and emerging occupational fields and technical occupations; (3) more than 1,000 educators will recognize gender bias in their classrooms, schools, or programs. Emphasis has also been placed in recruiting more nontraditional students into occupational education programs; progress has been made in achieving gender balance in these programs, but many programs are still stereotypically male or female, with most females enrolled in retail sales, clerical, and service occupational programs, leading to jobs that pay the lowest wages. (KC)

ED 400 411 CE 072 739

K-8 Implementation Strategies for "A Curriculum Guide for Achieving Equity in Education and the Workplace."

Vocational Curriculum Resource Center of Maine, Fairfield.

Pub Date—96
Note—127p.; For the curriculum guide, see ED 385 756.

Available from—Vocational Curriculum Resource Center of Maine, Kennebec Valley Technical College, 92 Western Avenue, Fairfield, ME 04937 (\$15).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Career Exploration, Elementary Education, *Employment Potential, *Job Skills, Sex Discrimination, *Sex Fairness, State Curriculum Guides, *Teaching Methods, *Vocational Education

Identifiers—*Maine

This curriculum addendum was developed to offer suggestions and strategies to change mindsets and remove barriers in order to pave the way for a gender-equitable, technically trained work force beginning at the elementary and middle school levels. The guide contains 73 strategies, a variety of examples of how they can be implemented, and a large assortment of print, video, and agency resources to assist teachers in implementing these strategies. The guide is organized into eight sections by duties, with several tasks for each duty area. Each task performance guide includes the duty, the task, an introduction, performance objectives, suggested implementation strategies, evaluations, resources, and special notes. The following topics are covered by the duties: (1) eliminate internal barriers; (2) eliminate sex role stereotyping; (3) provide survival skills for trades and technical women and men; (4) create support systems; (5) eradicate external barriers; (6) remove discriminatory behavior at all levels in schools and the workplace (co-workers and students); (7) deliver career education and exploration; and (8) deliver workplace literacy. The reference section lists 81 publications and books and 44 videotapes that can be used as resources. (KC)

ED 400 412 CE 072 744

Further Choice and Quality: The Charter for Further Education.

Department for Education and Employment, London (England).

Pub Date—96
Note—27p.; Text downloaded and printed from:

<http://www.open.gov.uk/charter/further.htm>
Available from—Charters, Publications Centre, Department for Education and Employment, P.O. Box 6927, London E3 3NZ, England, United Kingdom.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Role, *Educational Quality, *Educational Responsibility, Foreign Countries, *Postsecondary Education, *Standards, *Technical Institutes, Vocational Education

Identifiers—*United Kingdom
This charter explains what is being done to promote high standards of service for all who use technical colleges in the new further education (FE) sector in England—students, employers, and other members of the local community. It sets out the standards one has a right to expect from colleges in the FE sector and other organizations involved in FE. Section 1 provides an introduction to what this charter promises students, employers, and the local community, that is, what they can expect, and what to do if things go wrong. Section 2 focuses on the part of the charter that applies to potential and current students of colleges in the FE sector, including those from elsewhere in the United Kingdom and those from overseas. It covers the following topics: choice and information: what to study and where; getting a place in FE; financial charges and help; teaching and learning; guidance and counseling; student unions; and equal opportunities. Section 3 describes what employers and the local community have a right to expect from FE colleges. Section 4 addresses the action a student, employer, or member of the local community has the right to take if he or she is not satisfied with the teaching or any other service provided. It addresses complaints in these areas: (1) the availability of courses; (2) colleges; (3) courses, qualifications, and results; (4) the local education authority; and (5) student unions. A list of useful names and addresses is appended. (YLB)

ED 400 413 CE 072 746

Cooperative Education in High School: Promise and Neglect. A Policy Issue Perspective.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—Jul 96

Note—35p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, Educational Cooperation, Educational Research, Experiential Learning, High Schools, Program Descriptions, Program Effectiveness, Program Evaluation, Program Improvement, *School Business Relationship, Work Experience

Although student enrollments in cooperative education constitute only about 8 percent of all high school students, about half of all high schools provide such opportunities. In practically all co-op programs, the employer ensures supervision, on-the-job learning, and evaluations that will influence students' grades; coordinators have released time to visit job sites; and each student has a written plan. A 20 percent drop in enrollments has been noted from the late 1970s to the late 1980s. Cooperative education programs vary widely, in terms of work schedules, how much work experience is provided, and whether work assignments begin in grade 10, 11, or 12. Some successful programs include the following: a health academy; an occupational cluster approach, integrating academic and vocational instruction; a tech prep program; an off-site occupational program; a capstone experience; an academic track for co-op students; a program with high admissions standards; and a reengineered 1913 program. Although little well-structured evaluation has been conducted, available data show higher wages, higher employment, and satisfied employers. Recommendations for improvement are as follows: more careful student selection; better placement of students in jobs; more emphasis on developing a "training sponsor" at each employer site; better use of training agreements; better training plans; regular visits to the worksite by teacher coordinators; better student evaluation; structural changes in curriculum; and better use of advisory committees. (YLB)

ED 400 414 CE 072 750

Bulletin on Women and Employment in the EU.

1994-1996.

Commission of the European Communities, Brus-

sels (Belgium).

Pub Date—96

Note—50p; For 1992-1993 bulletins, see ED 365 784.

Journal Cit—Bulletin on Women and Employment in the EU; n4-9 Apr 1994-Oct 1996

Pub Type—Collected Works - Serials (022) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Education, Annotated Bibliographies, Comparative Analysis, *Education Work Relationship, *Employed Women, *Employment Level, *Employment Patterns, *Employment Problems, Equal Opportunities (Jobs), Foreign Countries, High School Graduates, *Labor Market, Part Time Employment, Salary Wage Differentials, Secondary Education, Self Employment, Sex Differences, Tables (Data), Trend Analysis, Unemployment

Identifiers—*European Union

These six bulletins examine various aspects of women's employment in the European Union (EU). In the first bulletin, the different positions of women in the labor markets of the individual EU member countries are demonstrated to mirror the roles of women in each country's family and welfare system. The problems of unemployment and underemployment among women throughout the EU countries are analyzed in the second bulletin, which makes a case for the proposition that women's employment is the key to a higher European employment rate. In the third bulletin, time is shown to be a gender issue, and the question of whether gender equality and the fight against unemployment are complementary or competitive objectives of the EU is examined. The fourth bulletin documents the correlation between higher levels of economic activity among women and school completion throughout the EU. In the fifth bulletin, an analysis of wages by gender confirms that increasing female participation in the labor market has failed to close the gender pay gap. The sixth bulletin focuses on employment patterns by gender and demonstrates the disproportionate numbers of women in part-time and temporary jobs throughout the EU. (MN)

ED 400 415

CE 072 752

Mississippi Curriculum Framework for Sheet Metal Programs (Program CIP: 48.0506-Sheet Metal Worker). Postsecondary Programs.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College. Spons Agency—Mississippi State Dept. of Education, Jackson. Office of Vocational and Technical Education.

Pub Date—30 Jul 96

Note—59p; For related documents, see ED 397 277-346.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Competence, *Competency Based Education, *Course Content, *Course Descriptions, Instructional Materials, *Machine Tool Operators, Machine Tools, Postsecondary Education, *Sheet Metal Work, State Curriculum Guides, Vocational Education, Welding

Identifiers—*Mississippi

This document provides the framework for a postsecondary sheet metal program of instruction. A foreword provides guidelines that were used in developing the program and should be considered in compiling and revising course syllabi and daily lesson plans at the local level. A description of the sheet metal programs (building trades sheet metal work and precision sheet metal work) is followed by a suggested course sequence and baseline competencies for sheet metal programs. The vocational-technical courses in the sequence follow. Each has been written using a common format that includes the following components: course name, course abbreviation, classification (vocational-technical core, vocational-technical elective, related academic course, academic core), description, prerequisites, and competencies and suggested objectives. These sheet metal courses are included: orientation and shop safety; measurement; methods of layout I; hand processes I; machine processes I; methods of layout II; hand processes II; sheet metal welding; machine processes II; special project in sheet metal; and work-based learning in sheet metal. One related vocational-technical course is provided: principles of computer-assisted design. A list of recommended tools and equipment follows. Appendixes include recommended academic topics for communications, mathematics, and science; list of

workplace skills for the 21st century; and sample student competency profile for sheet metal programs. (YLB)

ED 400 416

CE 072 753

Campbell, Pat. Pedagogical Implications of Postmodernism in Adult Literacy.

Pub Date—93

Note—24p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Critical Theory, Educational Sociology, *Feminism, Literacy Education, Sex Fairness, *Womens Education, Womens Studies

Identifiers—*Freire (Paulo), *Postmodernism

The literature on postmodernism and education agrees on postmodernism's central features. It emphasizes heterogeneity, difference, plurality, and the fragmentary. It is unified in its critique of the Enlightenment's positions—totality, unity, representational and objective concepts of knowledge and truth. The pedagogy of Paulo Freire intersects with feminist postmodern pedagogy since both are grounded in a vision of justice and empowerment and based on political identification with subordinate and oppressed groups. Despite this commonality, feminists who are influenced by postmodern thought are skeptical of Freire's critical pedagogy. They have developed a discourse that questions dialogue, empowerment, and student voice and assert that, although dialogue and empowerment are fundamental elements of critical pedagogies, they are difficult to obtain when groups have a heterogeneous composition. Postmodernism has turned attention to the construction of dominant discourses and the necessity of challenging them. Educators need to assist learners in contesting the image of the illiterate adult. Connected to this is the issue of representation and creating spaces for learners to enter the conversations from which they are so often excluded because they are "other." The tendency, even among critical educators, to deny diversity among learners must be overcome so that educators begin to look at what literacy means to women. (Contains 43 references.) (YLB)

ED 400 417

CE 072 758

Career Pathways Idaho. Moving to a Focused Education.

Idaho State Div. of Vocational Education, Boise. Pub Date—96

Note—19p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, Career Counseling, *Career Development, *Career Education, Career Guidance, High Schools, Occupational Aspiration, *Occupational Clusters, *Occupational Information, Student Educational Objectives

Identifiers—*Idaho

This booklet is designed to help high school educators explore using career pathways as a meaningful organizational tool for schools and students. The guide begins with a discussion of career pathways within which students choose or design a career major and the effect of career pathways on schools and students. This discussion covers integration of academic and vocational programs, relationship of education to work, and the need for advanced education. Next is a list of six suggested career pathways that are based on Idaho's Career Information System (CIS) occupational data: arts and communications; business and management; health services; human resources; industrial and engineering; and natural resources. Each career pathway is then described in terms of types of general and specific programs that may be included. Recommended courses for the career pathway are listed. A sample educational plan is provided that shows how a student working within that pathway can use the information to select courses for a chosen career goal. Finally, the CIS occupational titles are organized into the six career pathways by level of education required. (YLB)

ED 400 418

CE 072 759

Work-Based Learning: A Manual.

Idaho State Div. of Vocational Education, Boise. Pub Date—1 Jun 96

Note—106p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Apprenticeships, Clinical Experience, *Cooperative Education, Cooperative Pro-

grams, Educational Cooperation, *Education Work Relationship, *Experiential Learning, Field Experience Programs, Internship Programs, Postsecondary Education, Practicums, Program Administration, Program Descriptions, Program Design, Program Development, Program Implementation, School Business Relationship, Secondary Education, *Work Experience Programs

This manual is a guide to local partnership councils as they plan and design work-based learning experiences for credit. Chapter 1 provides an overview of work-based learning as part of vocational education. Chapter 2 describes a variety of work-based learning experiences, including established secondary vocational program work-based learning components and a new program called individualized occupational training. Each description includes a list of distinguishing characteristics. Chapter 3 describes work-based learning experience at the technical college level, including off-campus examples—apprenticeships, clinical experiences, cooperative education, and internships/practicums/field experiences—and on-campus variation, campus-based enterprises. Chapter 4 discusses work-based learning as a component of an educational program. Chapter 5 describes how to design an effective work-based learning activity using these criteria: assessment, staffing, identifying workites, equal access, and budgeting. Chapter 6 identifies activities involved in the implementation and management of work-based learning, including community relations, job/worksite visit, worksite mentor orientation, training agreements and plans, student schedule, student worksite interviews and orientations, issuing grades, and maintaining a worksite training directory. Chapter 7 explains legal considerations of work-based learning. Appendixes include a list of 52 organizational, print, and software resources; definitions; and sample forms. (YLB)

ED 400 419

CE 072 760

Qureshi, M. A.

Current Trends and Issues in Technical and Vocational Education in Asia and the Pacific.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date—Aug 96

Note—5p; Product of the United Nations International Project on Technical and Vocational Education (UNEVOC).

Journal Cit—UNEVOC INFO; n8 p1-3 Aug 1996

Pub Type—Journal Articles (080) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Development, Educational Change, *Educational Improvement, *Educational Needs, Educational Objectives, *Educational Trends, *Education Work Relationship, Foreign Countries, Needs Assessment, Postsecondary Education, Program Development, Program Improvement, School Business Relationship, Secondary Education, Technical Education, Trend Analysis, *Vocational Education

Identifiers—*Asia Pacific Region

In most countries of the Asia-Pacific region, technical and vocational education and training (TVET) are considered essential to economic development. As a result of growing awareness of the need to adapt TVET to meet the rapidly changing national, regional, and global economic requirements, TVET is in a period of transition and reorientation toward providing students with certain basic skills and knowledge required and supplying them with the tools needed to increase/update their knowledge through lifelong education. Throughout the region, realization of the crucial role of TVET in development of new skills and new economic structures and in regionalization and internationalization is increasing, and new ways of developing and improving the status of TVET are being sought. The following strategies, which were identified through a study of current issues in the countries of the Asia-Pacific region, have been recommended as ways of improving TVET and thereby accelerating technological change: prepare for an information society; align curricula with the needs of business/industry; develop articulation mechanisms; recognize prior learning; develop a system of broad-based work force training; emphasize TVET program quality; and recognize the key role of teachers in providing high quality TVET programs. (MN)

ED 400 420

CE 072 772

Jastrzab, JoAnn. And Others.

Evaluation of National and Community Service Programs. Impacts of Service: Final Report on

the Evaluation of American Conservation and Youth Service Corps.
Abt Associates, Inc., Bethesda, MD.; Brandeis Univ., Waltham, MA. Center for Human Resources.

Spons Agency—Corporation for National Service.
Pub Date—1 Aug 96
Note—30p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Cost Effectiveness, National Programs, *Participant Satisfaction, *Program Effectiveness, *Public Service, *Service Learning, *Youth Programs

Identifiers—*American Conservation and Youth Service Corps, Impact Studies, National and Community Service Act 1990

The impact of the Conservation and Youth Services Corps on communities and program participants was evaluated by studying eight corps programs, which were located in the following areas: Washington State; New York City; Greater Miami, Florida; Santa Clara, California; Boston, Massachusetts; Camden County, New Jersey; Baltimore, Maryland; and Milwaukee, Wisconsin. Collectively, the 8 programs enrolled 2,382 participants (14% of all participants funded by the Commission on National and Community Service during the study period). Information collected through site visits and surveys of participants, sponsoring/host agencies, and service beneficiaries was used to conduct a cost-benefit analysis of the programs and estimate their impacts on participants and the community. The programs' overall net monetary benefit to participants was estimated at \$4.03 per service hour, whereas the net costs to the rest of society were estimated at \$2.99 per service hour. Nearly 80% of program sponsors rated the quality of services provided by participants as good or excellent, and 69% of the program beneficiaries (including students, disadvantaged populations, senior citizens, and disabled individuals) rated the quality of work performed as good, very good, or excellent. The corps programs were found to have generally positive, albeit somewhat limited, impacts on program participants. (Fifteen tables/figures are included.) (MN)

ED 400 421 CE 072 773

Portraits. Colorado Literacy and Adult Basic Skills Education.

Colorado State Dept. of Education, Denver. State Library and Adult Education Office.

Pub Date—96

Note—20p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, Citizen Participation, Citizenship Education, Coping, Functional Literacy, *Literacy Education, *Outcomes of Education, *Participant Satisfaction, Self Actualization, State Programs, Workplace Literacy

Identifiers—*Colorado, Family Literacy

This booklet profiles seven participants in Colorado adult literacy and basic skills education programs and describes the effects that participating in literacy and adult basic education have had on participants, their families, and their communities. The first profile illustrates the positive effects that parents' participation in literacy and basic skills education can have on their children's social and educational development. The next three profiles demonstrate how participation in literacy and basic skills education can help individuals achieve citizenship, find success in the workplace, and find employment and participate in community activities despite their disabilities. In the final three profiles, past participants in literacy and basic skills education share their views regarding what their educational experiences have meant to their individual development, self-esteem/self-confidence, family life, and ability to cope with health problems. (MN)

ED 400 422 CE 072 774

Learn To Read and the World Opens Wide.

Oklahoma Literacy Media Packet.

Oklahoma State Dept. of Libraries, Oklahoma City. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—67p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, *Literacy Education, *Mass Media, Program

Development, Program Implementation, *Publicity, *Statewide Planning

Identifiers—Educational Marketing, *Oklahoma, *Public Awareness

This packet, which is intended for literacy program leaders throughout Oklahoma, contains the materials developed by the Literacy Office of the Oklahoma Department of Libraries for its 1995 literacy awareness campaign. The first third of the packet is a project guide that includes the following materials: overview of Oklahoma's first statewide literacy campaign; list of 20 ways to make the most of the campaign; sample proclamation; information about the campaign's song "Learn to Read and the World Opens Wide"; words to the song; list of available campaign resource materials; clip art; letterhead; information about public service announcements; sheet for listing media contacts; facts about literacy in Oklahoma and nationwide; Oklahoma literacy census map; list of project sponsors; and project evaluation form. The remaining two-thirds of the packet consists of media kits for newspapers, radio stations, and television stations. Included in each kit are an introductory letter, overview of the project, discussion of reasons for media involvement in the campaign, facts about literacy in Oklahoma and nationwide, Oklahoma literacy census map; list of project sponsors, and sample publicity materials. A project brochure and participant certificate are included. (MN)

ED 400 423 CE 072 778

The Florida School-to-Work Handbook.

Florida State Dept. of Education, Tallahassee. Div. of Applied Tech. and Adult Education.

Pub Date—96

Note—37p.; Contains color photographs; some pages are printed on colored paper that may not reproduce well.

Available from—Florida Department of Education, Product Distribution, Room 644, 325 West Gaines Street, Tallahassee, FL 32399 (order no. GE 355 BK 96).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Resources, Compliance (Legal), *Cooperative Programs, Educational Legislation, Educational Needs, *Education Work Relationship, Employment Potential, Employment Practices, Federal Legislation, Federal Programs, Futures (of Society), High Schools, *Institutional Cooperation, *Job Skills, *School Business Relationship, State Programs

Identifiers—*Florida, *School to Work Opportunities Act 1994

This guide provides a rationale and a path for implementing a school-to-work initiative in Florida. The 10 sections of the publication cover the following topics: (1) definition of the school-to-work initiative; (2) why school-to-work is important now; (3) school-to-work and the demographics and job skill requirements of Florida's work force; (4) Florida's mission; (5) school-to-work goals; (6) building the system (vision, foundation, three parts of school-to-work programs, major partners, and planning); (7) roles of employers, educators, parents, students, labor organizations, and community-based organizations; (8) benefits of school-to-work initiatives to all constituencies; (9) resources for more information about school-to-work programs in Florida; and (10) Florida's school-to-work regions. (KC)

ED 400 424 CE 072 779

Lynn, Peter

The 1994 Leavers. The Scottish School Leavers Survey.

Scottish Office Education and Industry Dept., Edinburgh.

Report No.—ISBN-0-7480-3089-1

Pub Date—96

Note—46p.; For related reports, see ED 388 899 and CE 072 561.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Persistence, Attendance, Developed Nations, *Dropout Attitudes, *Educational Attainment, *Employment Patterns, Foreign Countries, High Schools, Job Training, Outcomes of Education, Out of School Youth, Reentry Students, Truancy

Identifiers—*Scotland, Scottish School Leavers Survey

A survey was conducted of young people who left school in Scotland in the 1993-94 academic year

(the 1994 leavers). The survey sought information on the educational and employment activities of young people after they leave school, and their views and experiences of school itself, as well as background characteristics, such as parents' level of education and social class, family circumstances, and housing tenure. The survey had two components. The first part was an annual survey of school leavers. The second part was a follow-up survey of a year group at age 18-19. The survey of leavers, carried out each spring, involved a 10 percent sample of those who had left school in the previous academic session. The follow-up survey, conducted in 1995, involved a 10 percent sample of students who left school during the previous 4 years. Data were collected from the 1994 leavers by mailed survey and follow-up calls, eventually resulting in responses from 3,223 people, 66 percent of the initial sample. Some of the findings were the following: (1) the level of school qualifications held by school leavers is continuing to rise gradually; (2) the proportion of leavers who are still in full-time education has continued to increase in recent years, resulting in 44 percent of 1994 leavers still being in school; (3) there has been a steady decline of leavers involved in training programs; (4) the number of leavers receiving on-the-job training has declined slightly but still totals 77 percent; (5) students were fairly positive about their school experiences; (6) girls were more likely to achieve Higher Grades and complete Scottish Vocational Education Council modules than boys; and (7) 1994 leavers were generally optimistic about the future—the majority expected to be in either a full-time job or full-time education in spring 1996. (Contains 41 tables and 14 references.) (KC)

ED 400 425 CE 072 780

Ohio Educators Build School-to-Work Partnerships. Implementation Guide.

Ohio State Dept. of Education, Columbus.

Pub Date—Nov 96

Note—28p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Resources, Compliance (Legal), *Cooperative Programs, Educational Legislation, Educational Needs, *Education Work Relationship, Employment Potential, Employment Practices, Federal Legislation, Federal Programs, Futures (of Society), High Schools, *Institutional Cooperation, Job Skills, Partnerships in Education, *Program Implementation, *School Business Relationship, State Programs

Identifiers—*Ohio, *School to Work Opportunities Act 1994

This guide provides basic information for local boards of education and educators on Ohio's school-to-work system. It contains an overview of the system, a self-assessment tool that can be used in the community, a sample resolution for local boards of education, and other information to assist educators to forge local partnerships. The four sections of the guide provide the following: a letter from the State Superintendent of Public Instruction supporting school-to-work initiatives, an introduction to the school-to-work system, including mission, essential elements, and principles; a description of the delivery system, including state-level activities, regional alliances, local partnerships, and linkages to other educational reform initiatives such as Venture Capital, SchoolNet, Ohio's BEST (Building Excellent Schools for Today & the 21st Century), and Ohio's school-to-work system; and a checklist for building school-to-work partnerships. Five appendices, which make up more than half of the guide, contain the following: (1) State Board of Education school-to-work resolution; (2) continuum of activities; (3) building school-to-work partnerships; (4) self-assessment school-to-work template; and (5) sample local resolution supporting school-to-work partnerships. A list of 18 resources for additional information is provided. (KC)

ED 400 426 CE 072 782

Askov, Eunice N.

Literacy Leader Fellowship Program Reports.

Part I in a Series. Framework for Developing

Skill Standards for Workplace Literacy.

National Inst. for Literacy, Washington, DC.

Pub Date—95

Note—220p.; Project developed in cooperation with the National Workforce Assistance Collaborative of the National Alliance of Business.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Basic Skills, Educational Needs, Employment Practices, *Futures (of Society), *Job Skills, *Literacy Education, Quality of Working Life, *Skill Analysis, Skill Development, Standards, *Workplace Literacy

This document describes two activities of the Literacy Leader Fellowship research project, which addressed the needs of adult educators for knowledge of job skills and of business and unions for information about adult literacy efforts. The first section describes the following efforts related to skill standards and other policy initiatives: (1) 22 skill standards projects funded by the U. S. Department of Education that are attempting to define the occupational content and performance levels needed within and across industries; (2) the National Job Analysis Study, identifying cross-occupation workplace skills necessary for worker and business success, particularly in high performance work organizations; (3) the effort of the U.S. Department of Labor to replace the Dictionary of Occupational Titles, using the framework established by SCANS (Secretary's Commission on Achieving Necessary Skills) to create the Occupational Information Network (O*NET); and (4) a number of initiatives, including community efforts to set high expectations for all learners, spurred by the National Education Goals. This part of the report contains 65 references and an annotated bibliography of 10 selected resources. The second activity of the Literacy Leader Fellowship research project involved writing skill descriptions as the framework for workplace literacy skill standards, especially for those basic skills needed for work in high performance work organizations. The document contains a sample framework consisting of outlines for the following courses: problem solving, communication skills I-II, workplace math I-II, and English as a second language at work I-VII. For each course goal, the following are listed: learning objectives, workplace contexts, basic skills, possible activities, and outcomes. (KC)

ED 400 427 CE 072 783

Agriscience Technology Education. Preparing for Careers in Agricultural Science, Business, and Technology. Alabama Course of Study. Bulletin 1996, No. 13.

Alabama State Dept. of Education, Montgomery. Pub Date—96

Note—129p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Agricultural Education, Agricultural Machinery, Agricultural Occupations, *Competence, Competency Based Education, Core Curriculum, Course Content, Grounds Keepers, Horticulture, Secondary Education, State Curriculum Guides, Technical Education, Units of Study, *Vocational Education

Identifiers—*Agricultural Sciences, *Alabama

This guide, which is intended for classroom teachers, supervisors, and administrators in Alabama, contains the minimum required content (core program) for public school instruction in agriscience technology in grades 7-12. Presented first are the following: introduction examining the mission, purpose, goals, and structure of agriscience technology education; conceptual framework of Alabama's agriscience technology education course of study; discussion of instruction-related elements; and directions for interpreting the minimum required content. The next two sections consist of parallel lists of topics and content standards for the following: (1) exploratory courses (grades 7-8) in preagriscience and agriscience exploration; (2) the core program, including agriscience and agritechnology for grades 9-10; (3) the core program for grades 11-12 for specialized semester courses in agricultural metal fabrication, agricultural power machinery I and II, agricultural structures technology I and II, agricultural wood technology, agrimarketing, animal science, aquaculture, computer applications, agricultural entrepreneurship, environmental science, floral design and interiorscaping, forestry, golf course management, home maintenance and improvements, horticulture, leadership and career development, plant and soil science, poultry science, turf and landscape management, and wildlife and recreation management; and (4) two-year specialized courses in agritechnology construction, forestry and wildlife science, and horticulture and floriculture. For each course, the curriculum includes a course description and topics linked to content standards. Two appendixes provide diploma requirements and guidelines for local time requirements and homework. Contains 33 references. (KC)

requirements and guidelines for local time requirements and homework. Contains 33 references. (KC)

ED 400 428 CE 072 784

Business Education. Preparing Students for Employment in Business Occupations. Alabama Course of Study. Bulletin 1996, No. 16.

Alabama State Dept. of Education, Montgomery.

Pub Date—96

Note—100p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accounting, Business Communication, *Business Education, Career Exploration, Clerical Occupations, *Competence, Competency Based Education, *Core Curriculum, *Course Content, Job Skills, Keyboarding (Data Entry), Mathematical Applications, Office Occupations, Secondary Education, *State Curriculum Guides, Technical Education, Units of Study, *Vocational Education, Word Processing

Identifiers—*Alabama

This guide, which is intended for classroom teachers, supervisors, and administrators in Alabama, contains the minimum required content (core program) for public school instruction in business education in grades 7-12. Presented first are the following: introduction examining the mission, purpose, goals, and structure of business education; conceptual framework of Alabama's business education course of study; discussion of instruction-related elements; and directions for interpreting the minimum required content. The next two sections consist of parallel lists of topics and content standards for courses in the following: accounting I and II, administrative office management, business careers, business computer applications, business communications, business law, business mathematics, business organizations and management, computer applications, financial management, keyboarding applications, rapidwriting, related study, and word processing and desktop publishing. For each course, the curriculum includes a course description and topics linked to content standards. Two appendixes provide diploma requirements and guidelines for local time requirements and homework. Contains 20 references. (KC)

ED 400 429 CE 072 785

Family and Consumer Sciences Education. Focusing on Families, Work, and Their Interrelationships. Alabama Course of Study. Bulletin 1996, No. 17.

Alabama State Dept. of Education, Montgomery.

Pub Date—Jul 96

Note—189p; For related documents, see CE 072 786-789.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Standards, Behavioral Objectives, Child Rearing, Clothing, *Competency Based Education, *Consumer Education, Cooperative Education, *Core Curriculum, Day Care, *Family Life Education, Family Work Relationship, Food, Food Service, Graduation Requirements, High Schools, Hospitality Occupations, Housing, Interior Design, Junior High Schools, Leadership, Learning Modules, Middle Schools, Nutrition, *Occupational Home Economics, Older Adults, Secondary Education, State Curriculum Guides, *State Standards, Well Being

Identifiers—*Alabama

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in family and consumer sciences education in grades 7-12. Presented first are the following: introduction examining the objectives/delivery of family and consumer sciences education; conceptual framework of Alabama's family and consumer sciences education course of study; discussion of instruction-related elements of family and consumer sciences education programs; and directions for interpreting the minimum required content. Most of the guide consists of parallel lists of topics and content standards for each of the following programs: middle/junior high school-level programs (exploring family life and careers, managing family life and technology); high school-level family life and consumer sciences program (family and consumer sciences, parenting, food science, consumer resource management, clothing/fashion design, family and child development, food/nutrition/wellness, housing/interior design); and high school-level career preparation

program (apparel and home interior services, child/elder care, food production/management services, hospitality/family/community services, family and consumer sciences cooperative education). A leadership development module is also included. Appended are Alabama's diploma requirements, guidelines for local time requirements and homework, sequential course plans, and career pathways. Contains 46 references. (MN)

ED 400 430 CE 072 786

Healthcare Science & Technology Education. Clinical Practice for Healthcare Careers. Alabama Course of Study. Bulletin 1996, No. 18.

Alabama State Dept. of Education, Montgomery.

Pub Date—Jul 96

Note—45p; For related documents, see CE 072 785-789.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Standards, *Allied Health Occupations Education, Behavioral Objectives, *Clinical Experience, *Competency Based Education, *Core Curriculum, Graduation Requirements, Internship Programs, Mentors, Secondary Education, State Curriculum Guides, *State Standards, *Technology, Vocational Education

Identifiers—*Alabama, Health Sciences

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in health care science and technology education in grades 7-12. Presented first are the following: content and conceptual framework of Alabama's health care science and technology education course of study; operational definitions; nature/rationale of clinical experiences in health care science and technology education; and directions for interpreting the minimum required content. Most of the guide consists of parallel lists of topics and content standards for the health care technology course of study (foundations of health care, foundations and advanced health care internship, health care specialization, and health care specialization plus preceptorship) and the health care science course of study (mentorship, internship, and preceptorship). Appended are Alabama's diploma requirements and guidelines for local time requirements and homework. (MN)

ED 400 431 CE 072 787

Marketing Education. Alabama Course of Study.

Bulletin 1996, No. 19.

Alabama State Dept. of Education, Montgomery.

Pub Date—Jul 96

Note—78p; For related documents, see CE 072 785-789.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Standards, Behavioral Objectives, *Business Education, *Competency Based Education, Cooperative Education, *Core Curriculum, *Distributive Education, Graduation Requirements, *Marketing, Secondary Education, State Curriculum Guides, *State Standards, Student Organizations

Identifiers—*Alabama, Distribution Education Clubs of America

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in marketing education in grades 7-12. Presented first are the following: introduction examining the mission, purpose, goals, and structure of marketing education; conceptual framework of Alabama's marketing education course of study; discussion of instruction-related elements; and directions for interpreting the minimum required content. The next two sections consist of parallel lists of topics and content standards for marketing education I (a course containing units on safety, leadership, human relations, communications, work ethics, economics, marketing and business fundamentals, technology in marketing, promotion, selling, risk management, product/service planning, distribution, pricing, financing, and career development) and marketing education II (a course with units on many of the same topics covered in marketing I plus units on international trade, entrepreneurship, purchasing, and management). Concluding the guide are recommended course outlines for the following specialized courses: introduction to marketing, fashion marketing, advertising, entrepreneurship, and international marketing. Appended are the following: national curriculum framework; recommended pro-

gram of studies; modules for raising retail standards; and Alabama's diploma requirements and guidelines for local time requirements and homework. The bibliography lists 19 references. (MN)

ED 400 432 CE 072 788
Technology Education, Career Awareness & Technology Literacy, Alabama Course of Study, Bulletin 1996, No. 20.

Alabama State Dept. of Education, Montgomery. Pub Date—Jul 96
Note—138p; For related documents, see CE 072 785-789.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Standards, Behavioral Objectives, Biotechnology, *Career Awareness, *Competency Based Education, Construction (Process), *Core Curriculum, Graduation Requirements, Information Technology, Manufacturing, Power Technology, Secondary Education, State Curriculum Guides, *State Standards, *Technological Literacy, *Technology Education, Transportation

Identifiers—*Alabama

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in career awareness and technological literacy in grades 7-10. Presented first are the following: introduction examining the vision and goals of career awareness and technological literacy; key definitions; conceptual framework of Alabama's career awareness and technological literacy course of study; discussion of instruction-related elements of technology education programs; and directions for interpreting the minimum required content. Most of the guide consists of parallel lists of topics and content standards for each of the following occupational preparation programs included in Alabama's course of career awareness and technological literacy: information technologies (visual, audio); physical technologies (manufacturing, transportation, power, energy, construction); and bio-related technologies (related health care, plant and animal cultivation, waste management, human factors engineering, fuel and chemical production). Separate standards are provided for level I (grades 7-10) and level II (grades 8-10) programs. Appended are Alabama's diploma requirements and guidelines for local time requirements and homework. Contains 35 references. (MN)

ED 400 433 CE 072 789
Trade & Industrial Education, Preparing Today for Tomorrow's Workforce, Alabama Course of Study, Bulletin 1996, No. 21.

Alabama State Dept. of Education, Montgomery. Pub Date—Jul 96
Note—195p; For related documents, see CE 072 785-788.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Academic Standards, Advertising, Air Conditioning, Appliance Repair, Auto Mechanics, Behavioral Objectives, Building Trades, *Competency Based Education, Computers, Construction (Process), Cooperative Education, *Core Curriculum, Drafting, Electricity, Electronics, Graduation Requirements, Graphic Arts, Heating, Machinists, Maintenance, Secondary Education, Small Engine Mechanics, State Curriculum Guides, *State Standards, *Trade and Industrial Education, Ventilation, Welding

Identifiers—*Alabama

This guide, which is intended for classroom teachers, supervisors, and administrators throughout Alabama, contains the minimum required content (core program) for public school instruction in trade and industrial education in grades 7-12. Presented first are the following: introduction examining the objectives and delivery of trade and industrial education through an integrated program of academic and vocational instruction; conceptual framework of Alabama's trade and industrial education course of study; and directions for interpreting the minimum required content. Most of the guide consists of parallel lists of topics and content standards for each of the following occupational preparation programs: advertising design technology; automotive service technology; building construction technology; building maintenance technology; cabinetmaking and millwork; carpentry; collision repair technology; computer electronics technology; cosmetology/barbering; diesel technology; drafting/design

technology; electrical technology; electronics technology; graphic arts technology; heating, ventilation, air conditioning, and refrigeration technology; industrial maintenance technology; major appliance repair technology; masonry; precision machining technology; small engine repair technology; welding technology; and cooperative education. Appended are Alabama's diploma requirements and guidelines for local time requirements and homework. Contains 16 references. (MN)

ED 400 434 CE 072 792
Learning Standards for Health, Physical Education, and Home Economics, Revised Edition.

New York State Education Dept., Albany. Pub Date—May 96
Note—44p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Competence, Decision Making, Elementary Secondary Education, Environmental Education, *Evaluation Criteria, *Health Education, Health Promotion, *Home Economics, Interpersonal Relationship, Learning Activities, Mastery Learning, *Physical Education, Physical Fitness, Resources, *Specifications, *Standards

Identifiers—New York
This document contains three learning standards for health, physical education, and home economics at three levels: elementary, intermediate, and commencement. The first section consists of these three standards: (1) personal health and fitness, (2) a safe and healthy environment, and (3) resource management. The format for displaying the standards includes the following: key ideas regarding the standard; performance indicators describing expectations for students and designated for one of the three levels; and sample tasks suggesting evidence of progress toward the standard at a given level. A key idea is provided for each area: health, physical education, and home economics. Select sample tasks are followed by an asterisk indicating their appropriateness for inclusion in a student's career plan. The second section provides samples of student work that are intended to begin the process of articulating the performance standards at each level of achievement. Each sample indicates level, type of student work, context, performance indicators, commentary, and scoring guide. (YLB)

ED 400 435 CE 072 793
Learning Standards for Career Development and Occupational Studies, Revised Edition.

New York State Education Dept., Albany. Pub Date—Jul 96
Note—103p.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Career Development, *Career Education, Competence, Elementary Secondary Education, Employment Potential, *Evaluation Criteria, *Integrated Curriculum, Job Skills, Learning Activities, Mastery Learning, *Specifications, *Standards, Vocational Education

Identifiers—New York

This document contains four learning standards for career development and occupational studies at three levels: elementary, intermediate, and commencement. The first section consists of these four standards: (1) career development, (2) integrated learning, (3a) universal foundation skills, and (3b) career majors. The format for displaying the standards includes the following: key ideas regarding the standard; performance indicators describing expectations for students and designated for one of the three levels; and sample tasks suggesting evidence of progress toward the standard at a given level. Selected sample tasks are followed by an asterisk indicating their appropriateness for inclusion in a student's career plan. The second section provides samples of student work that are intended to begin the process of articulating the performance standards at each level of achievement. Each sample indicates level, context, performance indicators, and commentary. (YLB)

ED 400 436 CE 072 799
Iowa CASAS Pilot Project Reports, The Third Year...An Evaluation of CASAS Effectiveness in Iowa's Adult Basic Education Programs: A 353 Project Report.

Iowa State Dept. of Education, Des Moines. Div. of Community Colleges. Pub Date—Sep 96
Note—100p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Students, *Basic Skills, Community Colleges, Evaluation Methods, Feasibility Studies, Pilot Projects, *Student Evaluation, Two Year Colleges

Identifiers—353 Project, *Comprehensive Adult Student Assessment System, Iowa

This publication contains the reports for six Iowa Comprehensive Adult Student Assessment System (CASAS) pilot projects conducted at the following community colleges: Northeast Iowa Community College, Eastern Iowa Community College, Kirkwood Community College, Western Iowa Tech Community College, Indian Hills Community College, and Southeastern Community College. Each pilot project report consists of these types of information: type of location; level of students; numbers of teachers, staff, and learners; types of CASAS materials; CASAS assessment instruments; results of pre/postassessment; adaptability of CASAS to adult basic education learners; interagency cooperation; and anecdotal comments. The collective perceptions of these pilot project reports indicate the following: CASAS has a great degree of flexibility and adaptability in a variety of adult basic education classroom environments; a positive gain of 4-8 standard score points is found between pre- and post-testing on the CASAS scale; the students appear to perform well with the CASAS system because of its competency-based approach to instruction, curriculum, and assessment; and the CASAS system has direct applicability to critical life and employability skills. (YLB)

ED 400 437 CE 072 800
A Workforce Basic Skills Norming Study of Iowa's JTPA and PROMISE JOBS Target Populations, Final Report.

Comprehensive Adult Student Assessment System, San Diego, CA.

Spons Agency—Iowa State Dept. of Education, Des Moines. Div. of Community Colleges.

Pub Date—Oct 96

Note—90p.

Available from—CASAS, 8910 Clairemont Mesa Blvd., San Diego, CA 92123-1104.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Adult Basic Education, *Basic Skills, *Education Work Relationship, Employment Potential, Employment Programs, Job Skills, Job Training, *Mathematics Skills, *Reading Skills, State Programs, Statewide Planning

Identifiers—Iowa, *Job Opportunities and Basic Skills Program, *Job Training Partnership Act 1982

A study provided accurate and reliable norms that reflected the reading and math performance levels of Iowa's youth and adults engaged in work force preparation and employment training for basic skills. The study population included 819 participants from the Job Training Partnership Act (JTPA) and Iowa's Job Opportunities and Basic Skills programs (PROMISE JOBS) from 11 community colleges. Participants completed a background information sheet and were assessed with CASAS (Comprehensive Adult Student Assessment System) Employability Competency System Appraisal Form 130 or Form 400. Results were reported on a common, five-level scale, ranging from A (Pre-Literacy) to E (Advanced Adult Secondary). The largest percentage of participants scored in Level D or E in reading. The highest percentage scored Level C in math. JTPA participants scored higher in math and lower in reading. The mean reading score for females was nearly four points higher. The mean reading score of those 18 and younger was lower than that of all other age groups except those aged 50 or older. The mean math scores of those 19-25 were higher than those 18 and younger and those 40-49. In general, a greater percentage of the participants who had completed more years of school scored higher in reading and math. Study results could be used in educational achievement reporting, measurement of progress toward benchmarks, and program planning, counseling, and referral. (Appendices contain 20 references, CASAS information, and standard deviations and tables of significance.) (YLB)

ED 400 438 CE 072 801
Iowa Workforce Training Study.
Iowa State Dept. of Education, Des Moines. Pub Date—Apr 96
Note—95p; For an executive summary, see CE 071

772. Prepared by the Iowa Association of Adult and Continuing Education Deans and Directors.
Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Community Colleges, *Continuing Education, Educational Needs, Employer Attitudes, *Job Training, *Labor Force Development, Program Effectiveness, Program Evaluation, *School Business Relationship, Staff Development, Statewide Planning, Two Year Colleges
Identifiers—Iowa

Research sought the perspectives of Iowa employers and deans and directors of continuing education regarding training and retraining needs of business and how Iowa community colleges' continuing education divisions could best meet those needs. A survey was mailed to Iowa employers and the deans and directors wrote summaries that described an exemplary practice in work force training. The study found that Iowa community colleges were responding to the needs of all types of business for work force training and retraining. Three-fourths or more of employers sought training for their employees; about one-half chose a community college for the following reasons: their programs were perceived as cost-effective, training at onsite locations was convenient, the training program was customized, and the quality of instruction was good. The study supported the contention that Iowa community colleges were producing high quality, flexible work force training programs. Ninety-five percent of employers rated the quality of training as good or excellent. The results indicated an increasing need for work force training programs. About one-fourth of employers estimated that over three-fourths of all their current work force needed additional training. Employers and deans/directors commented that the continuing education system's current resources may not be adequate to meet future needs. (Contains 32 references, survey materials, and employer comments.) (YLB)

ED 400 439 CE 072 802

Shonka, Molly Bergman, Terri

Integrating State Development Efforts: An Agenda for Service Providers. Business Assistance Note #2.

National Alliance of Business, Inc., Washington, D.C.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—96

Note—5p; Product of the National Workforce Assistance Collaborative.

Available from—National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20701; 800-787-7788; fax: 301-206-9789; World Wide Web: <http://www.psu.edu/institutes/nwac>.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, *Cooperative Programs, *Economic Development, *Integrated Services, *Labor Force Development, Program Development, Program Effectiveness, Program Implementation, Program Improvement, *Statewide Planning, *Technological Advancement, Technology

States that are successfully integrating three development programs—economic, work force, and technology—are focusing on the results as the first step in the process and have an easier time developing, monitoring, and improving their strategies. To structure their integration efforts around results, states need to begin with a vision of a preferred future and then work backward to define outcomes, develop strategies, and adjust budgets to lead to the desired results. In a results-oriented system, states need to adopt one or more of three types of integration strategies—policy, administrative, or case—to achieve the broad goals they set. A results orientation provides states with a clear and relevant yardstick for measuring program success and a basis for adjusting delivery strategies to improve program effectiveness. Several economic and political forces are currently converging to support efforts at integration: the rise of the global marketplace, increased competition, and citizens who are looking for improved outcomes and processes—a more efficient government. Bringing about integration requires stakeholders to relinquish control, enter partnerships, and take risks. Service providers can play a role in promoting implementation of integration

strategies at the delivery level, by encouraging the adoption of integration strategies at the policy level, and by becoming active participants in the adoption of integration strategies. (YLB)

ED 400 440 CE 072 805

Hillage, J. And Others

Pre-16 Work Experience in England and Wales.

Report 319.

Sussex Univ., Brighton (England). Inst. for Employment Studies.

Report No.—ISBN-1-85184-246-2

Pub Date—96

Note—132p.

Available from—BEEC Distribution, 15 Albion Close, Parkstone, Poole BH12 3LL, England, United Kingdom.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Cooperative Programs, Coordination, *Educational Quality, Foreign Countries, Program Effectiveness, Program Implementation, Secondary Education, *Student Placement, Work Experience, *Work Experience Programs
Identifiers—England, Wales

A year-long study evaluated the scope and quality of pre-16 work experience in England and Wales. Its main aims were to map out work experience provision, assess program quality, and examine the impact of new funding. The research included a survey of area work experience coordinators, six detailed case studies, interviews with teachers from 30 schools and 150 employers, and a survey of over 1,200 work experience students. About 95 percent of all young people (about 545,000) went on work experience placements in their last year of compulsory education. Three main approaches to work experience provision were as follows: (1) centralized, with an external agency finding places and matching students; (2) a joint approach with an external agency finding places and the school matching students; and (3) school organized. Health and safety was more a concern to schools than employers, and schools were protective of their role in the matching process. While on their placement, most students were either helping someone do a job or doing odd jobs. Little evidence indicated that work experience was used in the mainstream curriculum. The accreditation of work experience appeared to revolve mainly around the student's own statement on the National Record of Achievement. Work experience relied heavily on a personal subsidy by in-school coordinators, in the form of their own time. (Appendices include case study details, and instruments. Contains 30 references.) (YLB)

ED 400 441 CE 072 806

Kerka, Sandra

Continuing Education: Market Driven or Learner Centered? Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—RR93002001

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Continuing Education, Educational Environment, Educational Needs, *Educational Trends, *Ethics, Free Enterprise System, Futures (of Society), Higher Education, Individual Needs, *Marketing, Needs Assessment, Social Problems

At the heart of the controversy over market-driven continuing education programs is the issue of whether they are necessarily antithetical to the principles and philosophy of adult learning. Opponents identify the following problems of market-driven programs: they perpetuate inequality by neglecting needs of those less able to pay; they may meet individual needs efficiently but not overarching social needs; and they often displace educational benefit with profit as an overriding goal. Continuing educators are confronted with such ethical issues as retaining students to keep classes full and educator or institutional values clashing with those of clients. Market-driven programs are supported by the argument that providers must be flexible and responsive to consumer needs in the changing work environment. The controversy boils down to three issues: who the market is, whether the mission of higher education will change in the face of changes in its environment, and how continuing education is

viewed within the institution. Some educators have attempted to reframe and resolve the issues by advocating the societal marketing concept that focuses on the needs and wants of individuals and society or by suggesting that the inherent inequality of market-driven systems could be addressed by public subsidy. A market orientation is necessary for institutions to respond to changes in their environment but it should be tempered with the social conscience that balances the profit motive with an ethical, responsible approach. (Contains 16 references.) (YLB)

ED 400 442 CE 072 807

Grubb, W. Norton

Creating Coherent Workforce Preparation Systems from the Quagmire of Education and Job Training.

National Center for Research in Vocational Education, Berkeley, CA.

Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—96

Note—7p.

Journal Cit—Centerfocus; n13 Fall 1996

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Cooperative Programs, Coordination, Economically Disadvantaged, Educational Cooperation, Educational Legislation, Federal Aid, Federal Legislation, *Federal Programs, *Job Training, *State Programs, Vocational Education
Identifiers—Job Training Partnership Act 1982

If Congress passes legislation consolidating federal funding for vocational education, job training, and adult education, states will be free to combine federal funding with state programs to create more coherent and effective systems. If such legislation is stalled, states have the power to reform the patchwork that now exists, but doing so requires a vision of such a system. The continued proliferation of separate training and education programs has created concern about waste and duplication. A second, more serious consequence involves small effects from small programs. Another problem is the basic assumption underlying most job training programs—that job finding is the basic problem. Most job training programs are also completely ignorant about good teaching. The separation of training from adult education has been counter-productive. One way to develop a more effective education and job training system would be to recombine now-separate programs—to link job training with educational programs systematically. A coherent system does the following: arrays programs in a progression or ladder of increasing sophistication and skill; links existing job training efforts to the education system, with community colleges as the linchpin between the two; and proposes that adult education provide the academic or remedial instruction complementary to occupational training. This vision can build on principles that have already been articulated in the School-to-Work Opportunities Act of 1994. (YLB)

ED 400 443 CE 072 811

Hartley, Nancy K., Ed. Wentling, Tim L., Ed.

Beyond Tradition: Preparing the Teachers of Tomorrow's Workforce.

University Council for Vocational Education.

Pub Date—96

Note—180p.

Available from—Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202; telephone: 1-800-669-2465; fax: 1-573-882-1992.

Pub Type—Collected Works - General (020) — Opinion Papers (120)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Education, Apprenticeships, Career Academies, *Educational Change, *Educational Needs, Educational Objectives, Educational Philosophy, *Educational Principles, Educational Trends, Education Work Relationship, Higher Education, Integrated Curriculum, *Labor Force Development, Secondary Education, State of the Art Reviews, Student Evaluation, Systems Approach, *Teacher Education, Teacher Role, Teaching Methods, Tech Prep, Theory Practice Relationship, Trend Analysis, Vocational Education, *Vocational Education Teachers

Identifiers—Alternative Assessment

This monograph contains eight papers examining vocational teacher education theory and practice

within the context of new teacher education reforms and practices. Various theoretical and practical aspects of preparing vocational teachers for tomorrow's workplace are discussed, including the following: challenges/opportunities affecting the field; contemporary approaches to reform; the links between vocational education and the workplace, family, and community; and changing teacher roles in view of such educational innovations as tech prep, curriculum integration, apprenticeship, career academies, and magnet schools. The papers are: "Foreword" (Birdie Holder, John S. Washburn); "The Past, Present, and Future of Vocational and Technical Teacher Education" (Richard L. Lynch); "Building a Context for Reform" (Nancy Hartley, Corinne Mantle-Bromley, R. Brian Cobb); "Philosophy: The Conceptual Framework for Designing a System of Teacher Education" (Melvin D. Miller); "Principles of Vocational and Technical Teacher Education" (Richard L. Lynch); "General Education and Subject Matter Education Components of the Vocational Teacher Education Program" (George H. Copa, Jane Pihl); "Contemporary Approaches to Teaching and Learning" (Bobbie T. Biggs, Barbara E. Hinton, Sarah L.S. Duncan); "An Alternative Vision for Assessment in Vocational Teacher Education" (Scott D. Johnson, Tim L. Wentling); and "Epilogue" (Keith Bromley, R. Brian Cobb, Nancy Hartley). (MN)

ED 400 444 CE 072 814
Averitt, Sallie D.

Fieldcrest Cannon, Inc. Advanced Technical Preparation. Statistical Process Control (SPC). PRE-SPC I. Instructor Book.
Workforce Education Services, Columbus, GA.
Pub Date—96
Note—115p.; For related documents, see CE 072 815-816.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Adult Basic Education, Behavioral Objectives, *Calculators, Decimal Fractions, *Industrial Training, Learning Activities, Lesson Plans, *Numeracy, Pretests Posttests, *Statistical Analysis, Worksheets

Identifiers—*Statistical Process Control
This instructor guide, which was developed for use in a manufacturing firm's advanced technical preparation program, contains the materials required to present a learning module that is designed to prepare trainees for the program's statistical process control module by improving their basic math skills and instructing them in basic calculator operation. The guide is divided into five sections. The first section contains the following preliminary information: individual assessment sheet, instructor notes, and primary objectives. The second section is a course outline, and the third section contains the module lessons and worksheets, which are devoted to the following topics: using a calculator, calculating totals, calculating averages, calculating process averages, rounding off decimals, and calculating ranges. The final two sections consist of answers to the worksheets and pretests and posttests. (MN)

ED 400 445 CE 072 815
Averitt, Sallie D.

Fieldcrest Cannon, Inc. Advanced Technical Preparation. Statistical Process Control (SPC). PRE-SPC II: SPC & Graphs. Instructor Book.
Workforce Education Services, Columbus, GA.
Pub Date—96
Note—49p.; For related documents, see CE 072 814-816.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Basic Education, Behavioral Objectives, *Graphs, *Industrial Training, Learning Activities, Lesson Plans, *Mathematics Skills, Pretests Posttests, *Statistical Analysis, Worksheets

Identifiers—*Statistical Process Control
This instructor guide, which was developed for use in a manufacturing firm's advanced technical preparation program, contains the materials required to present a learning module that is designed to prepare trainees for the program's statistical process control module by improving their basic math skills in working with line graphs and teaching them how to plot points on a graph. The guide is divided into five sections. The first section contains the following preliminary information: individual assessment sheet, instructor notes, and primary objectives. The second section consists of lessons and worksheets on the following topics: graph-re-

lated vocabulary, types of graphs and their purposes, introduction to control charts, and plotting points. The final three sections contain answers to the worksheets, a posttest, and a posttest answer key. (MN)

ED 400 446 CE 072 816
Averitt, Sallie D.

Fieldcrest Cannon, Inc. Advanced Technical Preparation. Statistical Process Control (SPC). Safety Section: Modules 1-3. Instructor Book.
Workforce Education Services, Columbus, GA.
Pub Date—96
Note—460p.; For related documents, see CE 072 814-815.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Adult Basic Education, Behavioral Objectives, *Competency Based Education, Individualized Education Programs, *Industrial Training, Learning Activities, Lesson Plans, *Occupational Safety and Health, *Safety Education
These three modules, which were developed for use by instructors in a manufacturing firm's advanced technical preparation program, contain the materials required to present the safety section of the plant's adult-oriented, job-specific competency-based training program. The 3 modules contain 12 lessons on the following topics: lockout/tagout policy, implementation of the lockout procedure, lockout situations, lockout procedure, general information about lockouts, safety signs, safety vocabulary, safety rules, working safely with cotton, noise, materials safety, and hazards in the workplace. Each module includes some/all of the following: introduction to the safety section; primary safety section objectives; notes to instructors; individualized education plan form and instructions; lessons consisting of several learning activities and directions to each one; and work-specific literature, competencies, suggested instruction guidelines, readability tests, answer key, and supplementary materials for each lesson. (MN)

ED 400 447 CE 072 820
Hollenbeck, Kevin

A Framework for Assessing the Economic Benefits and Costs of Workplace Literacy Training.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date—29 Apr 96
Note—28p.; Paper presented at the Workplace Learning: The Strategic Advantage Conference (Milwaukee, WI, April 29, 1996).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, *Cost Effectiveness, Economic Impact, *Education Work Relationship, *Employer Attitudes, *Job Performance, *Literacy Education, Models, *Workplace Literacy

Identifiers—Current Population Survey, National Household Education Survey

The relative costs and benefits of workplace literacy training were analyzed. An analysis based on eight benefits/costs (training costs; higher productivity; high wages; nonwage compensation; less worker turnover; safer workplace; higher taxes; and improved self-esteem) established that workplace literacy training offers net benefits for workers, the rest of society, and the education/training establishment but a mix of costs and benefits for employers. A second analysis based on data from the Current Population Survey (CPS) and National Household Education Survey (NHES) indicated that the costs of workplace literacy training incurred by employers may amount to 10-15% of workers' wages. Finally, a study of employer perceptions of the benefits of workplace literacy training to firms was cited in which the following numbers of respondents credited workplace literacy training with having moderate/significant impact on selected aspects of job performance: quality of output, 51%; ability to use new technology, 51%; error rates, 41%; customer satisfaction, 35%; time savings, 33%; and safety, 33%. (Tables detailing means/standard deviations of variables in the CPS and NHES earnings models and characteristics of workplace literacy programs are appended. Contains 18 references.) (MN)

ED 400 448 CE 072 822
Houseman, Susan N.
Job Growth and the Quality of Jobs in the U.S.

Economy. Upjohn Institute Staff Working Paper 95-39.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Pub Date—Aug 95
Note—36p.; Paper prepared for the World Congress of the International Industrial Relations Association (10th, Washington, DC, May 31-June 4, 1995).

Pub Type—Information Analyses (070)—Speeches/Meeting Papers (150)—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Comparative Analysis, Developed Nations, Economic Change, *Economic Climate, Economic Factors, Employment Level, *Employment Opportunities, *Employment Patterns, Foreign Countries, Income, *Job Development, Literature Reviews, *Quality of Working Life, *Salary Wage Differentials, Tables (Data), Trend Analysis, Unemployment

Identifiers—Australia, Germany, Japan, United Kingdom, *United States

The literature on employment growth in the United States and selected industrialized countries and the wage, benefits, and job security characteristics of new and existing jobs were analyzed to determine how job growth and quality in the United States during the 1980s and 1990s compares to that in other industrialized countries. Among the study's main findings were the following: (1) although job growth has been greater in the United States than in most other industrialized countries, only 20-30% of the differential in employment rates between the United States and European countries during the 1980s is accounted for by cross-country differences in unemployment rate trends; (2) not all groups benefited from the strong job growth in the United States in the 1980s (for example, rates of unemployment/labor force nonparticipation among less-educated prime-age men have increased significantly); (3) although a disproportionate number of new jobs were added in high-paying occupations in 1988-93, 20% of net new jobs were added in occupations at the bottom of the earnings distribution; and (4) the biggest deterioration in job quality in the United States has been due to deteriorating wages and benefits across a broad spectrum of new and existing jobs. (Contains 39 references.) (MN)

ED 400 449 CE 072 825
Bartik, Timothy J.
Using Performance Indicators to Improve the Effectiveness of Welfare-to-Work Programs. Upjohn Institute Staff Working Paper 95-36.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Spons Agency—Minnesota State Dept. of Human Services, St. Paul.
Pub Date—95
Note—35p.
Pub Type—Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Adult Education, Comparative Analysis, *Employment Programs, Evaluation Criteria, *Evaluation Methods, Feasibility Studies, Federal Programs, Job Training, Models, *Performance Factors, Program Evaluation, Program Improvement, State Programs, Trend Analysis, Vocational Education
Identifiers—Job Opportunities and Basic Skills Program, Job Training Partnership Act 1982, *Performance Indicators, *Welfare to Work Programs
The feasibility of using performance indicators to improve the effectiveness of welfare-to-work programs was examined. First, previous and current experience with performance indicators for welfare-to-work and related programs (including the Job Training and Partnership Act and Job Opportunities and Basic Skills programs) was analyzed. Next, the feasibility of performance indicators as a program evaluation and improvement tool was investigated within the context of recent proposals for privatizing the welfare-to-work system. Among the 12 proposed guidelines for performance indicators for welfare-to-work programs were the following: formulate a few easy-to-understand performance standards and measure them frequently; encourage the right type of "creaming" (selecting welfare recipients who will look good on the performance indicators) while discouraging the wrong type; adjust outcomes to correlate with value added from programs; link performance standards to program goals; develop performance standards for earnings

value added rather than for welfare savings added; and hold data collection costs down by relying on administrative data rather than special surveys. The following possible models for state performance monitoring were described: state monitoring of local office performance in welfare-to-work programs; state identification of program approaches with the greatest long-term effectiveness; local office monitoring of contractors; and local and contractor monitoring of staff. (Contains 27 references.) (MN)

ED 400 450 CE 072 829

Davidson, Carl Woodbury, Stephen A.
Wage-Rate Subsidies for Dislocated Workers. Upjohn Institute Staff Working Paper 95-31.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
 Pub Date—Jan 95

Note—33p. Earlier versions of paper were presented at the Advisory Council on Unemployment Compensation Research Conference (Portland, ME, August 1994); and the Canadian Employment Research Forum Workshop on Displaced Workers and Public Policy Responses (Montreal, Quebec, Canada, December 1994).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, Employment Practices, *Employment Programs, *Grants, Labor Economics, Labor Force, Labor Market, Program Effectiveness, Program Evaluation, Structural Unemployment, *Underemployment, *Wages

An array of innovative policies has been suggested to address more effectively the needs of dislocated workers. A model has been proposed to simulate the impacts of a wage-rate subsidy (or salary supplement) program in which a dislocated worker who becomes reemployed would receive a payment equal to one-half the difference between the wage previously earned and the wage currently earned. The simulations are based on a model that provides estimates of the impacts of a wage subsidy by incorporating empirical results from the reemployment bonus experiments that were conducted in the mid-to-late 1980s. The model includes several groups of workers other than dislocated workers and, therefore, provides estimates of the degree to which these other workers might be crowded out of jobs by the wage subsidy program. The results suggest that a wage-rate subsidy paid for 2 years after reemployment would shorten the unemployment spells of dislocated workers by nearly 2 weeks and would increase employment of dislocated workers by about 900-1,000 per 100,000 in the labor force. However, the simulations also raise the possibility that the gains for dislocated workers could come at the expense of other groups of workers; that is, other groups of workers could experience small increases in unemployment duration and decreases in employment levels that almost fully offset the gains for dislocated workers. Three factors may mitigate these crowding-out results: crowding out is widely dispersed over various groups of nondislocated workers, the structural changes that result in dislocation of some workers (and drive the need for wage subsidy) benefit nondislocated workers, and the crowding-out results are sensitive to one assumption. A comparison of the wage-rate subsidy program with a reemployment bonus shows that the two can be structured so as to give identical results. (Contains 37 references.) (Author/KC)

ED 400 451 CE 072 830

O'Leary, Christopher J.
An Impact Analysis of Employment Programs in Hungary. Upjohn Institute Staff Working Paper 95-30.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Spons Agency—International Labour Office, Geneva (Switzerland).

Pub Date—95

Note—48p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Developed Nations, *Employment Patterns, *Employment Programs, Foreign Countries, *Program Effectiveness, Program Evaluation, Public Service, *Public Service Occupations, *Retraining, Unemployment, *Wages Identifiers—*Hungary

In 1993, about 93 percent of respondents previ-

ously surveyed in 1992 were reinterviewed as part of a study of the impact of labor market programs in post-socialist Hungary. The surveys investigated the impact of retraining and public service employment (PSE) on labor market success by comparing outcomes for participants to others who were registered as unemployed but did not participate in retraining or PSE. The sample included 604 people who were registered unemployed, 445 retraining participants, and 429 PSE participants. People who had completed retraining were 19.2 percent more likely to be reemployed in a normal job and to have monthly earnings about 1,500 Hungarian florints (HUF) higher. To correct for the sample selection that resulted in the training participants being younger, more female, more educated, and more specialized than persons in the comparison group, these estimation methods were attempted: matched pairs and regression adjustment. The results indicated that participants were only mildly more successful in gaining reemployment. Participants in PSE were 16.4 percent less likely to be reemployed in a normal job and to have monthly earnings that were about HUF2,000 lower than persons in the comparison group. The estimation methods indicated that PSE participants were mildly more successful in gaining regular employment. In general, retraining slightly helped improve the chances for reemployment and PSE was a successful strategy to keep people out of unemployment. (Includes 18 data tables.) (YLB)

ED 400 452 CE 072 835

Bartik, Timothy J.
The Effects of Local Labor Demand on Individual Labor Market Outcomes for Different Demographic Groups and the Poor. Upjohn Institute Staff Working Paper 93-23.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date—Sep 93

Contract—SES-9109538

Note—23p.

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adults, *Disadvantaged, *Economic Development, *Employment Programs, Grants, Labor Market, *Labor Needs, *Poverty, *Unemployment, Wages

A study was conducted using panel data on individuals (from the Panel Study on Income Dynamics) to examine how local labor demand conditions affect the economic well-being of disadvantaged groups and the poor. The study assumed that growth in the metropolitan economy particularly helps disadvantaged individuals. A regression model using pooled time-series cross-section data was used, with the dependent variable in each case being the year-to-year change in some economic outcome for an individual, with a number of observations for each individual. The data included observations from 1975-76 to 1986-87, with up to 2,252 males and 2,967 females in the samples. Independent variables include demographic characteristics of the individual, a set of variables measuring changes in local labor demand in the individual's metropolitan area, and interactions between these local labor demand variables and selected demographic variables. The study found that local labor demand conditions have disproportionate benefits for economically disadvantaged persons. Stronger local labor demand conditions can have important effects on poverty rates. For example, a 1 percent increase in an area's employment would reduce the numbers of poor females by around 5 percent and poor males by around 8 percent. The study suggests that publicly induced changes in labor demand, through public employment, wage subsidies for private employment, or enterprise zones, might significantly help disadvantaged persons. (Contains 21 references and 4 tables supporting the data.) (KC)

ED 400 453 CE 072 836

O'Leary, Christopher J. And Others
Reemployment Incentives for Unemployment Insurance Beneficiaries: Results from the Washington Reemployment Bonus Experiment. Upjohn Institute Staff Working Paper 93-22.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Pub Date—Aug 93

Note—57p.

Pub Type—Reports—Research (143)—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Education, Career Change, Career Education, Demonstration Programs, Eligibility, *Incentives, *Job Applicants, Reentry Workers, *Rewards, *Unemployment, *Unemployment Insurance

The Washington Reemployment Bonus Experiment (WREB) was composed of 6 different "treatments" involving offers of bonuses to over 12,000 unemployed workers filing initial claims for unemployment insurance (UI) benefits. The 6 treatments were represented by all combinations of 3 different "bonus amounts" calculated as either 2, 4, or 6 times the claimant's weekly benefit amount and 2 different "qualification periods," calculated as either 20 or 40 percent of a claimant's maximum entitled duration of benefits. The experiment sought to identify an optimally cost-effective combination of bonus amount and qualification period. A control group was not offered a bonus. The strongest response to WREB bonus offers was exhibited by those who received high bonus amount-long qualification period offers. For this treatment there was a statistically significant reduction in weeks of insured unemployment of 0.76 weeks over the benefit year and an average reduction of \$138 (6.7 percent) in benefit payments over the benefit year. The weakest effect was observed in response to the low bonus amount-short duration offer. On average, this group reduced weeks of insured unemployment by only 0.05. Overall, the estimated mean impact across the six treatment groups was a statistically significant 0.40 week reduction in insured unemployment over the benefit year and a reduction in unemployment compensation paid of \$63 over the benefit year. (Appendixes contain 17 references and 21 data tables.) (YLB)

ED 400 454 CE 072 837

Hollenbeck, Kevin
The Economic Payoffs to Workplace Literacy. Upjohn Institute Staff Working Paper 93-21.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.

Spons Agency—Central Michigan Univ., Mount Pleasant. Literacy Resource Center.

Pub Date—Aug 93

Note—24p.

Pub Type—Reports—Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Basic Education, Basic Skills, *Economic Impact, Educational Research, *Employment Patterns, Job Skills, Labor Force Development, *Literacy Education, Productivity, Tenure, *Wages, *Workplace Literacy

Although a substantial literature has addressed workplace literacy programs, only two studies have attempted to evaluate rigorously the economic benefits to workplace education. A multivariate model has been suggested that provides evidence about the productivity impacts of participation in a workplace literacy program. The data used in this paper come from two national surveys of individuals—the National Household Education Survey (NHES) and the Current Population Survey (CPS). The two data sources disagree to some extent with respect to their characterizations of the sex and ethnicity of program participants, but agree in regard to the education and household income characteristics. Both data sets show the manufacturing sector is overrepresented and the retail trade and service sector is underrepresented among participants. The majority of NHES respondents indicated that the literacy program included professional development or technical/skilled worker training. About one-third of courses met requirements toward a degree. A little over 40 percent of CPS respondents indicated the training was formal schooling. The largest share of providers for both CPS and NHES were two-year community colleges or technical institutes and about half of attendees reported employers paid, at least partially, for training. Data analyses result in estimates of marginal impacts of 11-17 percent increases in earnings but also show these impacts are not evenly distributed among program participants. (YLB)

ED 400 455 CE 072 838

Woodbury, Stephen A.
Employer Training Needs in Hawaii. Upjohn Institute Staff Working Paper 92-15. Summary Re-

port.
Hawaii Univ., Manoa. Industrial Relations Center;
Upjohn (W.E.) Inst. for Employment Research,
Kalamazoo, Mich.

Spons Agency—Hawaii State Dept. of Labor and
Industrial Relations, Honolulu.

Pub Date—Nov 92

Note—31p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Adult Education, *Employer Atti-
tudes, Government Role, *Job Skills, *Job Train-
ing, *Labor Force Development, *Labor Needs,
Needs Assessment, *State Aid, State Legislation,
Statewide Planning, Vocational Education

Identifiers—*Hawaii

A survey of employer training needs in Hawaii
gathered information and data on the needs and
preferences of employers in Hawaii regarding gov-
ernment assistance with training. A survey was
mailed to a stratified random sample of 5,886 estab-
lishments; 1,650 returned usable responses. It ob-
tained information on the training needs and
deficiencies of seven separate occupational groups:
highly skilled white-collar workers; sales and
sales-related workers; administrative support work-
ers; highly skilled blue-collar workers; less-skilled
blue-collar workers; service workers; and farming,
forestry, and fishing workers. Results presented a
clear justification for policy along the lines of the
Hawaii Employment and Training Fund. Between
38-47 percent of employers would like to see gov-
ernment provide some form of assistance with their
formal training needs. In contrast, 15-23 percent
believed that government could do little to help with
their formal training needs. Seventy percent of em-
ployers who had job vacancies for service workers
reported they had difficulty filling those vacancies.
Service workers also had more acute skill deficien-
cies. There was an acute labor shortage of highly
skilled blue-collar workers. A two-pronged ap-
proach to implementing the fund was suggested: (1)
general training to service workers by improving the
linkage between workers who need to upgrade skills
and programs to help them and (2) firm-specific
training programs. (YLB)

ED 400 456

CE 072 840

Jacobson, Louis And Others

Earnings Losses of Displaced Workers. Upjohn
Institute Staff Working Paper 92-11. Revised.

Upjohn (W.E.) Inst. for Employment Research,
Kalamazoo, Mich.

Pub Date—Feb 92

Note—24p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Adults, Career Change, Career Edu-
cation, *Dislocated Workers, Dismissal (Person-
nel), Employment Patterns, Financial Problems,
Job Layoff, *Labor Economics, *Unemployment,
*Wages

To estimate the magnitude and temporal pattern of
displaced workers' earnings losses, a study used an
unusual administrative data set that included em-
ployees' quarterly earnings histories and informa-
tion about their firms. It created a longitudinal
earnings file for a 5 percent sample of the Pennsylv-
ania wage and salary work force. These data had
two principal advantages: a large sample of quar-
terly earnings histories extending from 1974-86 for
both displaced and nondisplaced workers and a
merger of workers' earnings histories with informa-
tion about their firms. To develop a statistical frame-
work for estimating and summarizing the evidence
on the magnitude and temporal pattern of displaced
workers' earnings losses, the study specified a defi-
nition of earnings loss associated with worker dis-
placement and developed a basic statistical model to
represent workers' earnings histories and identify
the displacement effect with some subset of the
model's parameters. Findings indicated that
high-tenure workers experienced substantial
long-term earnings losses when they left their jobs,
representing 25 percent of workers' predisplace-
ment earnings. For workers displaced from dis-
tressed firms, these losses were characterized as
follows: they were long term, with little evidence of
substantial recovery after the third year; they began
even prior to workers' separations; they were not
limited to workers in just a few industrial sectors;
and they were substantial even for those who found
jobs in similar firms. (Appendixes contain notes on
the data and 25 references.) (YLB)

ED 400 457

CE 072 843

Hollenbeck, Kevin

Dislocated Worker Human Capital Depreciation
and Recovery. Upjohn Institute Staff Working
Paper 90-04.

Upjohn (W.E.) Inst. for Employment Research,
Kalamazoo, Mich.

Spons Agency—Ohio State Dept. of Education, Co-
lumbus.

Pub Date—May 90

Note—17p.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Adult Education, Career Change, Car-
eer Education, *Dislocated Workers, Dismissal
(Personnel), Employed Women, Employment
Patterns, Federal Programs, *Human Capital, Job
Layoff, *Job Training, *Labor Economics, State
Programs, *Unemployment, *Wages

Identifiers—*Job Training Partnership Act 1982,
Ohio

This study examined the characteristics of dislo-
cated workers' wage profiles upon reemployment.
In particular, it related these profiles to the model
developed by Mincer and Ofek (1982). An inference
from this model was that workers recovered
wage losses relatively rapidly. Explanations for a
steeply sloped reentry wage profile were as follows:
the workers were rewarded with a premium repre-
senting the market productivity recovery; dislo-
cated workers undertook job searches that resulted
in such profiles; a preponderance of jobs had the
characteristic that wages rise substantially over the
first few months of tenure; and profiles shifted and
slopes differed across industry because of compen-
sating differentials. A telephone survey of a random
sample of approximately 2,250 individuals who had
received training services through Title III of the
Job Training Partnership Act in Ohio was con-
ducted. Detailed information was collected about
every job that was held since termination from the
training program from 900 respondents. Findings
showed steeply sloped wage profiles after reemploy-
ment. Individuals whose reemployment job was per-
manent and was apparently well matched to the
worker had much steeper reemployment profiles
than other workers who became reemployed. (Ap-
pendixes contain 10 references and 4 data tables.)
(YLB)

ED 400 458

CE 072 846

Concrete Worker Skill Standards.

Laborers-AGC Education and Training Fund, Pom-
fret Center, CT.

Spons Agency—Department of Education, Wash-
ington, DC.

Pub Date—Oct 96

Contract—V244B30011

Note—65p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Building Trades, *Cement Industry,
*Competence, Competency Based Education,
*Construction (Process), Construction Industry,
Construction Materials, Employment Potential,
*Job Skills, *Job Training, Postsecondary Educa-
tion, *Standards, Structural Elements (Construc-
tion)

This document contains skills standards for con-
crete construction workers that are designed for the
following purposes: to inform prospective construc-
tion workers about the type of work and the skills
required so that they can make informed career de-
cisions; to inform educators about how academic,
workplace, and life skills are applied in industry; and
to provide construction contractors and their local
union partners with a means to ensure that their
workers are trained and have the skills necessary to
keep them competitive in a global economy. The
skills standards were developed by representatives
of the laborers and the industry using two task iden-
tification techniques (Modified DACUM-Develop-
ing a Curriculum—and an extended search of
published references) to generate a list of tasks,
skills, knowledge, and aptitudes for each job. Tasks
were validated in the following ways: structured in-
terviews, critical incident discussions, and surveys
used with front-line supervisors, trainers, and su-
pervisors and interviews with more than 200 construc-
tion craft laborers. The document contains 11
concrete worker skill standards and 22 workplace
skills, knowledge, and aptitudes standards in the
areas of aptitudes and abilities, workplace basic
skills, cross-functional skills, and occupation-spe-

cific knowledge. The concrete worker skill stan-
dards consist of a scenario that describes the con-
struction process, conventional industry standards,
key tasks, and workplace skills, knowledge, and ap-
titudes. Each of the workplace skills, knowledge,
and aptitudes standards contains the following ele-
ments: a context, a mastery performance level, the
content, references to which job functions the stan-
dard applies, and referenced to the key tasks and
activities in which the standard is included. (KC)

ED 400 459

CE 072 847

May, Susan A.

Development of an Updated Strategic Marketing
Plan for Fox Valley Technical College.

Pub Date—Sep 96

Note—61p.; Doctor of Education Practicum Re-
port, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Pa-
pers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Educational Planning, Institutional
Advancement, *Marketing, Program Develop-
ment, Public Relations, *Strategic Planning,
*Technical Institutes, *Two Year Colleges

Identifiers—*Fox Valley Technical College WI

This project was conducted to develop a compre-
hensive strategic marketing plan for Fox Valley
Technical College (FVTC). Components included a
review of the literature, establishing criteria for the
plan, validation of the criteria, the actual develop-
ment of the plan involving a formative committee,
and the review of institutional marketing plans from
other colleges. A draft of the plan document was
developed, a summative committee was used to re-
view and evaluate the product, and the final draft
was developed based on the summative committee
feedback. The review of the literature validated the
need for FVTC to develop a strategic marketing
plan. The following criteria were established for an
effective marketing plan. It must: (1) be based on
and consistent with the organization's mission and
strategic directions; (2) have a basis in market re-
search and institutional data; (3) include key com-
ponents of situation analysis, identification of target
markets, marketing goals and objectives, marketing
strategies, and evaluation; (4) serve as an internal
communication tool that establishes a marketing
philosophy and direction for the institution; (5) pro-
vide a comprehensive picture of the marketing strat-
egies, as well as ongoing marketing activities, in
support of the marketing goals and objectives; and
(6) reflect ongoing organizational planning efforts.
The study concluded that the plan would serve as a
comprehensive marketing direction for FVTC; it
would ensure the alignment of the marketing objec-
tives with instructional programming priorities, and
provide a framework for the ongoing evaluative
measurement of the marketing objectives and strat-
egies. (Appendixes include the following: a list of
the reviews of other institutional marketing plans,
strategic marketing plan criteria, validators, a list of
formative committee members, the strategic mar-
keting plan development framework, summative
committee review form, and a list of members of the
summative committee.) Contains 40 references.
(KC)

ED 400 460

CE 072 848

Elliott, Donna May, Susan A.

The New Vocationalism: A Potential Model.

Pub Date—Sep 96

Note—17p.; Doctor of Education Seminar Paper,
Nova Southeastern University.

Pub Type—Dissertations/Theses - Undetermined
(040)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, *Educational
Improvement, Educational Needs, *Educational
Trends, *Education Work Relationship, Eleme-
ntary Secondary Education, Entry Workers, *In-
tegrated Curriculum, Job Skills, Lifelong Learning,
Models, Postsecondary Education, School Busi-
ness Relationship, *Vocational Education

In light of the increasing emphasis on "vocational-
ism"—preparing students for work-in education and
the media today, a model is proposed through which
the major components of this "new vocationalism"
could be operationalized. The model integrates acade-
mic and vocational education. It involves a total
system change in education that describes the focus
of learning in four different phases within a contin-
uum: (1) K-9, exploratory based; (2) 10-12, experi-
ential based; (3) postsecondary, employment
driven; and (4) business and industry, needs driven.
Encompassing kindergarten through postsecondary

levels, this four-phase model allows students to experience both school-based and work-based activities. Several common threads run throughout the model, enhancing student learning and the ability to apply knowledge. These threads include the following: career counseling, core abilities, applied and integrated curriculum, seamless transition of learning, instructors as facilitators, and using technology. For this model to be viable, instructors at all grade levels would need to be flexible, competent, and adaptable to change. Close working relationships with business and industry are imperative to the success of the students. In order for all instructors to be credible and competent, they must continue to develop themselves professionally beyond what is required of state licensure or certification and instill this value of lifelong learning in their students. This proposed model is a "snapshot" of a possible future for vocational education. It is an approach that students, employers, and communities will need, and are requesting, in order to prepare for excellence in the work force. (KC)

ED 400 461

CE 072 857

Wall, Janet E.

ASVAB Career Exploration Program: Impact on Student Career Development. AACE Bonus Brief.

American Association for Career Education, Hermon Beach, CA.

Pub Date—Nov 96

Note—7p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Education, *Career Exploration, High Schools, High School Students, *Military Service, *Outcomes of Education, Program Effectiveness, Recruitment

Identifiers—*Armed Services Vocational Aptitude Battery

The Armed Services Vocational Aptitude Battery (ASVAB) Career Exploration Program is a cooperative effort between the U.S. Department of Defense and U.S. schools that provides materials, services, and information for students and guidance staff to aid student career exploration in both the civilian and the military worlds of work. It gives military recruiters access to schools and opportunities to contact students who are interested in joining the military. More than 800,000 students in 13,000 schools throughout the United States participate in the ASVAB Career Exploration Program. A national study was conducted to assess the program's effectiveness and its impact on students. Assessment forms were completed by a sample of students who participated in the ASVAB program currently and in the preceding school year, students who did not participate in the program, and guidance staff at schools that did and did not participate in the program. A total of 1,096 students at 48 high schools and 408 guidance staff at 352 high schools each completed at least 1 questionnaire. In addition, site visits were made to 6 schools that offered the ASVAB program, and 12 focus groups attended by a total of 94 students were conducted there. Analysis of the data showed that participation in the ASVAB Career Exploration Program is associated with statistically significant and positive impacts on students. Their career maturity increased, they engaged in more career exploration behaviors, and their career exploration knowledge was enhanced. These effects were persistent, lasting for at least 1 year. The program worked equally well for males and females and for whites and minorities. Participation in the program also helped to enhance military recruiting goals. These positive effects were not detected in students who not participate in the program. (KC)

ED 400 462

CE 072 859

Fenwick, Tara J.

Assessing Adult Learning Using Portfolios.

Pub Date—Oct 96

Note—16p.; Paper presented at the Atlantic Teaching Showcase Conference (Pointe de l'Eglise, Nova Scotia, Canada, October 1996).

Pub Type—Guides - Classroom - Teacher (052) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Adult Learning, *Adult Students, *Evaluation Methods, Foreign Countries, Informal Assessment, *Portfolio Assessment, *Portfolios (Background Materials), Self Evaluation (Individuals), *Student Evaluation

A portfolio is a folder assembled by the learner,

containing samples of the learner's work collected over a period of time. The kinds of items reflect the nature of the course content. Each individual who decides to use a portfolio approach must develop unique expectations, guidelines for content, and assessment criteria suitable for the purpose of the course and the objective of student involvement in the portfolio activity. A suggested series of steps when beginning to use the portfolio is as follows: (1) decide what is to be collected, by whom, and when; (2) spend time introducing portfolios to learners; (3) hold periodic conferences with learners; (4) grade portfolios holistically; and (5) spend time responding to learners. Benefits of using portfolios include the following: portfolios show learner growth over time; they involve learners directly in their own learning and evaluation; they show the process of learning, not just the outcomes; they build learner confidence; they are holistic measures of learning; they are a learning experience in themselves; they are useful for learners seeking employment; they are useful indicators of gaps in the program; and they are an effective means of faculty development. Potential concerns are as follows: the uncertainty of their validity, learner choice of a work sample not being representative of the predetermined outcomes, additional time required of instructor for evaluation, ambiguous process of evaluation method, and student skepticism. (Appendixes contain a sample format for holistic grading of a portfolio and 10 references.) (YLB)

ED 400 463

CE 072 860

Fenwick, Tara J.

Firestarters and Outfitters: Metaphors of Adult Education.

Pub Date—Jun 96

Note—18p.; Paper presented at the Annual Conference of the Canadian Society for the Study of Education (24th, St. Catharines, Ontario, Canada, June 4-7, 1996).

Pub Type—Information Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Educators, *Critical Thinking, *Educational Practices, Educational Research, Foreign Countries, Higher Education, *Metaphors, *Teacher Attitudes, *Teacher Role

Approximately 65 adult educators enrolled in 4 courses toward a certificate in Adult and Continuing Education at the University of Alberta, Canada, were introduced to Deshler's (1990) process of creating and analyzing personal metaphors of practice. They developed a metaphor to describe their practice and shared it in small groups that helped extend, clarify, and respond to each metaphorical picture through dialogue. Analysis examined both the content of the metaphors and the process through which participants constructed them. The educators' written and oral descriptions of metaphors were examined in terms of the way these images represented the teaching-learning process. Findings included the following: the metaphor-making process was distinctly unique for each person; it was a self-validation; it helped educators understand other educators; and participants were reluctant to deconstruct their personal metaphors. Six general themes emerged in the metaphorical representations of the role of adult educator: adult educator as tour guide, firefighter, outfitter, caregiver, dispenser, and good host. Overall, the key characteristics of the role of the adult educator, illustrated in personal metaphors of practice developed by practicing educators, emphasized the educator as a nurturing guide to help learners explore or consume something already there. (Contains 16 references.) (YLB)

ED 400 464

CE 072 861

Catch the Spirit! A Student's Guide to Community Service.

Department of Education, Washington, DC; Prudential Insurance Co. of America, Newark, N.J.

Pub Date—96

Note—17p.; 16-panel brochure format done "In cooperation with the U.S. Department of Education."

Available from—Consumer Information Center,

Dept. 588C, Pueblo, CO 81009.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Exploration, Community Resources, Disabilities, Disadvantaged, *Public Service, Secondary Education, *Student Volunteers, *Voluntary Agencies, *Youth Agencies

This booklet, developed to encourage young people to volunteer, presents a brief, informal overview of types of volunteer service for youth and information on where to find organizations in need of young volunteers. The following activities are suggested: working in hospitals; working with animal welfare organizations, zoos, or nature conservation groups; reading to the elderly or persons with disabilities; working in arts organizations; coaching youth sports; working with persons with disabilities or volunteering with Special Olympics; recycling; participating in charity races or runs; working to stop crime or start a "block watch" organization in school; helping in food pantries or in building housing for disadvantaged persons; working to stop alcohol and drug abuse by children and teenagers; helping to clean up parks or planting gardens; working with disadvantaged children; and working on personally created volunteer projects. The guide also lists "dos and don'ts" of successful volunteering, and local resources for volunteer ideas. A list of 12 national organizations with information for young volunteers is included. (KC)

ED 400 465

CE 072 863

Stecher, Brian And Others

Using Alternative Assessments in Vocational Education.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Center for Research in

Vocational Education, Berkeley, CA.

Report No.—DRU-1480-NCRVE/UCB

Pub Date—Sep 96

Note—151p.; Prepared as a supplement to "Getting To Work: A Guide for Better Schools," a National Center for Research in Vocational Education (NCRVE) training package.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Educational Change, Educational Development, Elementary Secondary Education, *Evaluation Methods, Instructional Improvement, Minimum Competency Testing, Performance Tests, *Portfolio Assessment, Portfolios (Background Materials), *Student Certification, *Student Evaluation, Student Organizations, Teacher Certification, *Vocational Education

Identifiers—*Alternative Assessment

This report describes alternative assessments in vocational education, reviews examples from extended case studies, and discusses criteria to use to choose among assessment alternatives. Chapter 1 is an introduction that contains brief summaries of each of the six assessment alternatives to familiarize the reader with the range of the sample and the variety of approaches that were represented. Chapter 2 examines the primary purposes served by assessments in education and the specific conditions that are creating pressure for alternative methods of assessment among vocational educators: the changing student population and the rapidly evolving skill mix that must be reflected in vocational programs. Chapter 3 describes the range of assessment methods, from common multiple-choice tests to new constructed-response alternatives, including performance tasks, senior projects, and portfolios. Chapter 4 discusses the quality and feasibility of alternative assessments. Chapter 5 identifies other factors relevant to choosing appropriate assessment strategies and the advantages associated with particular choices. Chapter 6 presents examples of the kinds of assessment decisions confronting vocational educators and shows how the results of this study can contribute to these decisions. Six appendixes describe each of the following case studies in detail: Kentucky Instructional Results Information System; Laborers-American General Contractors Environmental Training Assessment; Oklahoma's State Competency-Based Testing System; National Board for Professional Teaching Standards; Vocational Industrial Clubs of America National Conference—Job Skills Contests and Leadership; and Career-Technical Assessment Program. Contains 30 references. (YLB)

ED 400 466

CE 072 870

Sissel, Peggy A.

A Feminist Analysis of Educational Scholarship on Women: Twenty Years of Adult Education Literature.

Pub Date—May 93

Note—27p.; Paper presented at the Adult Education Research Conference (University Park, PA, May 1993).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Development, *Adult Education, Adult Learning, Adult Students, *Educational Research, *Females, Feminism, Labor Force Development, Literature Reviews, Researchers, Research Needs, Research Projects, Womens Studies

A study used the Educational Resources and Information Center (ERIC) database as a resource for journal articles on adult education and women since 1971 to examine the recent effort at including inquiry on women and gender in the adult education literature. Once the ERIC database was searched and analyzed for possible trends, a random sample of journal articles on women was drawn from the 193 located. The percentages of entries on women ranged from a low of 3.6 percent in 1971 to a high of 8.2 percent in 1982, for a net gain through 1989 of 5.4 percent. In 1985, the highest rate for journal articles was 7.7 percent; this slipped to 4.8 percent in 1989. The most frequent subject for research on women was in the area of adult development and life changes, making up almost one-fourth of all entries, followed by international development and programming for higher education and human resource development. Women made up two-thirds of authors undertaking research in which women were included. Whereas females dispersed their interests in a variety of subjects, males focused predominantly on adult developmental issues as they pertained to women. Only 5 journals had carried more than 3 articles about women and some aspects of adult education over the course of 20 years. Of 27 articles randomly selected for review, 19 addressed women as the primary focus; 8 focused on women only as a variable within the study or issue. The 19 that addressed women as primary were substantially more feminist-focused efforts. (Contains 32 references.) (YLB)

ED 400 467

CE 072 873

Galbraith, Michael W. And Others

Administering Successful Programs for Adults. Promoting Excellence in Adult, Community, and Continuing Education. Professional Practices in Adult Education and Human Resource Development Series.

Report No.—ISBN-0-89464-886-1

Pub Date—97

Note—187p.

Available from—Krieger Publishing Co., Krieger Drive, Malabar, FL 32950.

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—*Adult Educators, Adult Programs, Budgeting, Community Education, Compliance (Legal), *Continuing Education, Educational Finance, Educational Planning, Marketing, *Organizational Development, *Professional Development, *Program Administration, Program Evaluation, Public Relations

This book provides a practical orientation as well as a conceptual framework for understanding the administrative process by examining the primary elements, functions, and processes involved with effective administration of adult, community, and continuing education agencies and organizations. The book is organized in nine chapters. Chapter 1 focuses on the administrator and examines the settings and contexts in which the administrative role is carried out. It details the characteristics and the functions, tasks, and skills for the administrator within adult, community, and continuing education agencies and organizations. An appendix to Chapter 1 contains a self-assessment inventory of administrative skills. Approaches to administration, such as the classical, human relations, organization behavior, contingency, and systems perspectives are explored in chapter 2 in relation to their appropriateness for adult, community, and continuing education. Chapter 3 addresses the administrator's role and involvement in the process of determining program content. Understanding budgetary and financial matters is the focus of chapter 4, and chapter 5 presents a staffing plan that articulates a process of identifying the roles and responsibilities of staff, an approach for selecting staff, strategies for communicating job expectations, and suggestions for developing staff. Chapter 6 is dedicated to the understanding of marketing and the essential elements of a marketing plan and promotional strategies; the process of public relations is also explored and effective strategies are offered. Chapter 7 reviews the process of program evaluation and suggests productive use of evaluation findings, while legal issues and ethical considerations

are the focus of chapter 8. Chapter 9 discusses professional development and includes a sample professional development plan. Contains 161 references. (KC)

ED 400 468

CE 072 874

Taylor, Richard, Ed.

Beyond the Walls. 50 Years of Adult and Continuing Education at the University of Leeds, 1946-1996. Leeds Studies in Continuing Education.

Leeds Univ. (England). Dept. of Adult and Continuing Education.

Report No.—ISBN-0-900960-80-9; ISSN-0965-0342

Pub Date—96

Note—339p.; Photographs may not reproduce well. Available from—Study of Continuing Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, England, United Kingdom.

Pub Type—Historical Materials (060) — Collected Works — General (020)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Adult Education, *Adult Educators, *Continuing Education, Departments, Educational Attitudes, *Educational History, *Educational Practices, *Educational Trends, Extension Education, Foreign Countries, Higher Education, Outcomes of Education, Program Implementation, Teacher Education, Womens Education, Working Class

Identifiers—*University of Leeds (England)

This book contains 21 papers detailing the history of adult and continuing education at the University of Leeds (England) since its inception in 1946 as the Department of Extra-Mural Studies. The themes addressed include the appropriate nature of university continuing education and the issue of standards and quality assurance; the roles of continuing vocational education, community and industrial education, applied social studies, and liberal adult education; the study of continuing education itself and the research roles of a university department of continuing education; and the position of women within what has been largely a male tradition and structure. The following papers are included in Part 1: Departmental Perspectives: "Sidney Raybould, Fred Sedgwick, and the Early Department" (Roger Fieldhouse); "Recalling Raybould's Department (Roy Shaw); "The Department and the Community Dimension" (Richard Taylor, Kevin Ward); "From Special Courses to Continuing Professional Education" (Frankie Todd); "Some Personal Recollections of the Early Years of the Department" (Tom Caldwell); "The Department 1969-1982" (Norman Jepson); "Insider Outsiders: Part-Time Tutors' Perspectives" (Colin Johnson et al.). Part 2: "Departmental Provision" includes these papers: "Educating Industrial Workers 1954-1974: Growth and Achievement within the Raybould Formula" (Roger Dyson); "Remaking Trade Union Education: Industrial Studies Developments from 1979 to 1994" (Keith Forrester); "E. P. Thompson and the Making of 'The Making of the English Working Class'" (David Goodway); "Walthamstow, Little Gidding and Middlesbrough: Edward Thompson the Literature Tutor" (Andy Croft); "The Departmental Contribution in the Fields of Criminal Justice and Penal Studies" (Norman Jepson); "Social Work Education, Research and Development, 1963-1994" (Mike Stein); "Educating the Educators of Adults: Postgraduate Provision in Adult Education" (Stuart Marriott); "Researching the Education of Adults" (Miriam Zukas); "Subject Teaching in the Department over 50 Years" (containing articles by Tony Donajdzki et al.); "A Little Bit of Leeds on Foreign Soil: The Bradford Centre" (Tony Jowitt); "A Different Vision? The Middlesbrough Centre" (Malcolm Chase); "Less Luck, Less Strop and What?" (Jean Gardiner, Rebecca O'Rourke); "Heroic Student-Souls: Attitudes to Women in the Department" (Rebecca O'Rourke, Jean Gardiner). Part 3: "Present and Future Trends" contains the final paper, "The Leeds Department in the 1960s and the 1990s: And the Impact of Current Trends in University Continuing Education" (Chris Duke). (KC)

CG

ED 400 469

CG 026 971

Hewick, Walter And Others
ADD and Physicians.

Pub Date—[95]

Note—9p.

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Deficit Disorders, Behavior Disorders, Child Behavior, *Child Health, Community Involvement, Helping Relationship, *Hyperactivity, *Medical Care Evaluation, Parent Child Relationship, *Physician Patient Relationship, *Physicians, Problem Children

In the United States today Attention Deficit Disorder (ADD) is recognized by professionals as a distinct disorder, a neurobiological disability marked by inattentiveness, impulsivity, and hyperactivity. About 2-10% of school-age children suffer from ADD, making it an issue of rising concern to families and school leaders. It is necessary that physicians, teachers, parents, and health care personnel who work with ADD children be knowledgeable about brain function and its affect on behavior. Neurochemical models of ADD view it as a malfunction of the brain stem and deficiencies in the levels of neuro-transmitters necessary for sending information to other parts of the brain. There is much evidence that ADD is genetic. Though there are several psycho-medical disorders with symptoms that mimic ADD, technological advances in examining the brain aid in diagnosis. Some of the educational strategies in teaching children with ADD include a structured program, stimulus reduction, behavior modification, cognitive training, and psychopharmacology. Physicians play the pivotal role in provision of quality care and proper management of ADD; it is critical that they have a thorough understanding of this neurological disability. To effectively protect children's health requires a collaborative effort among physicians, parents, teachers, counselors, school administrators, and community. (Contains 20 references.) (LSR)

ED 400 470

CG 027 015

Hutchinson, Nancy L.

Career Counseling of Youth with Learning Disabilities. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario); ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-48

Pub Date—95

Contract—RR93002004

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, *Career Development, *Employment, Employment Programs, Intervention, Job Skills, *Learning Disabilities, Locus of Control, Secondary Education, Secondary School Students, Self Evaluation (Individuals), Special Needs Students, Thinking Skills, *Youth

Identifiers—ERIC Digests

Career counseling in secondary schools is important for all students, but it is especially critical for students with learning disabilities. This digest describes how making developmental career counseling a focus in secondary schools contributes to the success of youth with learning disabilities in post-school employment. These students show patterns of thinking and behavior that are alterable through cognitive intervention. In cognitive instruction, counselors and teachers provide clear explanations and models of behaviors and thinking that students may not be able to develop spontaneously, with problem-solving and other complex thinking skills having a central place. Although the development of career counseling programs can be carried out by local school jurisdictions, successful programs backed by research, such as "Pathways" (Hutchinson and Freeman, 1994), are recommended for helping teachers and counselors enhance the career readiness of youths with learning disabilities. Cognitive interventions that are effective with adolescents with learning disabilities are listed, followed by specific examples of activities from the "Pathways" program. (RB)

ED 400 471

CG 027 016

Jamieson, Margaret Peterson, John

Career Counseling for Young People with Physical Disabilities: An Introduction to "Thresholds." ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario); ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC. Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-49

Pub Date—95

Contract—RR93002004

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adaptive Behavior (of Disabled), *Career Counseling, *Career Development, Education Work Relationship, *Employment Programs, Foreign Countries, Job Skills, *Physical Disabilities, Secondary Education, Self Concept, Vocational Aptitude, Vocational Education, *Youth

Identifiers—Canada, ERIC Digests

For a number of years, studies have reported that people with disabilities have lower work force participation rates than the general public. One factor may be a lack of transitional, vocational programs for young people with disabilities. This digest describes "Thresholds," a career development program created with a basis on the unique characteristics and needs of disabled students. The Canadian program facilitates self-understanding, career understanding, decision-making, and self-advocacy, focusing on young people who have just begun exploring the world of work and their future in it. The program is divided into three parts: (1) self-evaluation and communication, along with an examination of how others with disabilities have succeeded in moving from school to a career; (2) exploring the world of work; and (3) examining barriers to success. The program includes 12 sessions of 80 minutes each, and consists of both group and individual activities. Desirable characteristics of facilitators are listed, followed by a description of field testing of the program in two urban settings. (RB)

ED 400 472

CG 027 017

Redekopp, Dave E. And Others

Career Counseling with Street Youth. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario); ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-50

Pub Date—95

Contract—RR93002004

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Counseling, Counseling Techniques, Employment Counselors, Employment Potential, Employment Programs, Employment Qualifications, *Homeless People, *Intervention, *Job Skills, Late Adolescents, Secondary Education, Young Adults, *Youth

Identifiers—ERIC Digests

A variety of programs have unsuccessfully attempted to address the career development needs of street youth (defined here as 16-24 year olds with no fixed address, low social support, and who support themselves through street activities such as prostitution, theft, and drug-dealing). This digest describes "Skills Plus," a pre-employment program intended to help street youth develop the prerequisite skills for formal instruction in other locations or for immediate entry-level employment. A continuum of interventions used as individuals increase their ability to adapt to new environments is described. The levels of this intervention hierarchy (in order from lowest to highest) followed in the Skills Plus program are: (1) Intensive Support; (2) Advising/Guiding; (3) Coaching; (4) Formal Instruction; (5) Consulting; (6) Self-Help; and (7) Personal Innovation. The first several weeks of the program, devoted to intensive support, are briefly described, followed by a discussion of coaching. Outcomes of the program included the majority of the youth returning to school, obtaining further training, or finding employment. Of greater significance were the transitions to better support systems, better living conditions, better communities, and better self-care. Includes a figure indicating the seven levels of the hierarchy of self-directed adaptation. (RB)

ED 400 473

CG 027 018

Campbell, Donald S.

Counseling Young Offenders for Rehabilitation and Employment: The Problem and Promise. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario); ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-51

Pub Date—95

Contract—RR93002004

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, *Comprehensive Programs, Crime, Delinquency, *Delinquent Rehabilitation, Employment Programs, Foreign Countries, Intervention, *Juvenile Justice, Models, *Program Effectiveness, Program Evaluation, Punishment, *Rehabilitation Counseling, Secondary Education, Sociocultural Patterns, *Youth

Identifiers—Canada, ERIC Digests

Canadian counselors working with young offenders confront at least two problems that interfere with effective intervention: a trend toward increased incarceration, and public confusion and mistrust over approaches to reducing crime. Research during the past decade is beginning to show clearly that programs for young offenders and other at-risk youth can work if they are built on principles that lead to effective behavior and attitude change. This research demonstrates that: (1) "quick fix" programs do not work; (2) programs employing single aims or strategies do not work; (3) successful programs are multi-faceted; (4) program effects can be missed due to faulty evaluation; (5) programs do not work when those who offer them do not believe in their efficacy; and (6) lack of program fidelity is a common cause of failure. Three effective sample programs currently being applied in Canada are briefly described. The conclusion is drawn that counselors and educators must have available to them a repertoire of programs that meet individual and group needs. (RB)

ED 400 474

CG 027 019

Avedon, Lisa

Older Workers in Transition. ERIC Digest.

Canadian Guidance and Counselling Foundation, Ottawa (Ontario); ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-95-52

Pub Date—95

Contract—RR93002004

Note—4p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Change, *Career Counseling, Counseling Effectiveness, Economic Change, Employee Attitudes, *Employer Employee Relationship, *Employment Patterns, Foreign Countries, Job Skills, Job Training, Middle Aged Adults, *Older Adults, Program Effectiveness

Identifiers—Canada, ERIC Digests, *Older Workers

Many older workers in Canada today are perplexed and dismayed by the swift and dramatic changes occurring in the workplace. Plant closures, downsizings, restructuring, new technologies, international trade agreements, ecological concerns, and changing demographics have affected the Canadian workforce, particularly workers in their forties and older. Older workers who are in occupational transition require services geared to their particular needs, such as: counseling; valid, meaningful, and reliable support services; and learning programs which will enhance workers' abilities to cope with the changes they must make in their lives. Essential components of support services to older workers are: (1) counseling issues; (2) accessibility; (3) on-going assessment; (4) training of service providers; (5) training of workers themselves; and (6) community involvement. Both business and government must begin to develop policies that will break down existing barriers and recognize that older workers continue to be important to the economy. (RB)

ED 400 475

CG 027 124

Ball, Tricia

Middle School Advisement.

Report No.—ISBN-1-55734-193-1

Pub Date—96

Note—304p.

Available from—Teacher Created Materials, Inc., P.O. Box 1040, Huntington Beach, CA 92647 (TCM-193, \$24.95).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Adolescents, Basic Skills, Curriculum Development, *Daily Living Skills, *Guidance Programs, Instructional Materials, Intermediate Grades, Junior High Schools, *Middle Schools, Objectives, Resource Materials, School Counselors, *School Guidance, *Skill Development, Study Skills

Identifiers—Advisers, Middle School Students

Designed for those teaching an advisement program to middle school students, this book provides a year-long program with suggestions for many activities geared to middle school students. The text is divided into the traditional four-quarter school year but can be adapted to any school year configuration. The activities are designed so that the teacher may choose to use them in order or individually. Some of the exercises are designed to stimulate students' independence, reinforce positive behavior, and provide an opportunity for self-awareness. All the activities fall into one of three categories: life skills, study skills, and goal-setting skills. The life skills section covers a variety of topics. The skills introduced here range from making the right decisions on a daily basis to saying no to drugs and peer pressure. Study skills, time management, goal setting, and test taking are some of the tools students need to cope with multiple teachers and an increased work load. Each quarter the students are taught a different goal-setting technique and are given exercises in time management, school rules, and behavior modification. Students are provided with opportunities to research and reflect upon which skills aid them in making the right decisions in their lives. (RJM)

ED 400 476

CG 027 171

Flores, Lisa Y. And Others

Counseling Psychology Trainees' Perceived Efficacy in Counseling Lesbian and Gay Clients.

Pub Date—Aug 95

Note—23p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Counseling Effectiveness, Counseling Psychology, *Counselor Attitudes, *Counselor Characteristics, *Counselor Client Relationship, Counselor Role, *Counselor Training, Graduate Students, Higher Education, *Homosexuality, Lesbianism, Outcomes of Treatment, *Self Efficacy

Homosexuality was removed from the American Psychiatric Association's list of mental disorders in 1973. Though awareness has increased, and attitudes have changed over time, negative incidents continue to occur in therapy involving lesbian or gay clients. This study examined the differences in counseling psychology graduate students' perceived level of efficacy in counseling lesbian and gay clients based on students' success experiences with lesbians and gay men, knowledge about homosexuality, and attitudes toward homosexuality. Participants in the study (125 masters and doctoral level students) responded to questions in four self-ranking scales, an index, and a demographic survey. Tables illustrate correlations in the findings, t-test results, and hierarchical multiple regression analysis. Results indicated that students who scored higher on success experiences with lesbians and gay men and lower on homophobic attitudes felt more efficacious counseling this population. Results of a hierarchical multiple regression indicated that experience and attitudes contribute to the prediction of counseling lesbians and gay clients self-efficacy beliefs. Counselors should be trained to assess and develop appropriate self-efficacy beliefs in order to ensure that the historical provision of inadequate therapy to lesbians and gay men will be replaced with quality interventions leading to positive therapeutic outcomes. (LSR)

ED 400 477

CG 027 175

NATCON Papers, 1996 = Les Actes du CONAT [1996].

National Consultation on Career Development (NATCON), Toronto (Ontario).

Spons Agency—Counseling Foundation of Canada; Human Resource Development Canada, Ottawa (Ontario); Toronto Univ. (Ontario).
Report No.—ISBN-0-9697094-3-9; ISSN-1195-3691

Pub Date—May 96

Note—302p.; Papers presented at the Annual Meeting of the National Consultation on Career Development (22nd, Toronto, Ontario, Canada, 1996).
Language—English; French

Pub Type—Books (010) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Adolescents, Career Counseling, *Career Development, *Careers, Foreign Countries, Goal Orientation, Higher Education, *Individual Development, Motivation, Occupations, Personality, Secondary Education, *Self Actualization, Self Efficacy, *Training

These papers, a portion of which are written in French, address a number of issues in education and development. The topics covered include pedagogical suggestions, self-direction in professional development, values assessment, building career transitions, career services, communicating in tomorrow's workplace, community-based training, personal accountability, effective strategies for training and retraining, leadership in career development, lifelong learning, men and work, the needs of minority and majority adolescents, relationships between personal characteristics and sexual harassment behaviors in male university professors, storytelling in career counseling, and socio-political ideology and career counseling. Most of the articles contain a short bibliography. (RJM)

ED 400 478

CG 027 251

Peterson, Carla Luze, Gayle

School Psychology and Early Childhood Services:

A Look at What Is Happening in One State.

Spons Agency—Department of Education, Washington, DC; Iowa State Univ. of Science and Technology, Ames.

Pub Date—[96]

Contract—HO29F40081

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ancillary School Services, Children, Counselors, *Early Childhood Education, Elementary Secondary Education, Intervention, Preschool Education, Prevention, Pupil Personnel Services, *Pupil Personnel Workers, *School Psychologists, *Special Education, State Surveys

Identifiers—Iowa
Across the nation, increasing emphasis is being placed on prevention and early intervention services for children. Changes are reflected in legislative mandates, increased collaboration within and across services delivery systems, and recommended professional practices. This study examines one state's efforts for children in early childhood special education services. Also investigated were: how school psychology services in early childhood settings compare to those provided for the school-age population; how school psychologists are trained to work with young children and their families; and what special challenges school psychologists face when working with this population. For this study, 231 school psychologists responded to a survey which asked about demographics, training, tasks, duties, and challenges in the early childhood population. Results show that a majority of school psychologists provide some early intervention services. Psychologists reported having to depend heavily on in-service training to develop skills relevant to this population. They also recorded that their greatest challenges in working with this population were providing adequate support to other team members, planning intervention programs, and a lack of training in specific intervention strategies. Four tables, comprising over half the document, present results. (Contains 13 references.) (RJM)

ED 400 479

CG 027 252

Baker, Jerome, Ed. Magnuson, Douglas, Ed.

Residential Education as an Option for At-Risk

Youth.

Report No.—ISBN-1-56024-818-1

Pub Date—May 96

Note—133p.; Also been published as: Residential Treatment for Children & Youth, Volume 13, Number 3, 1996.

Available from—Haworth Press, Inc., 10 Alice St., Binghamton, NY 13904-1580 (\$24.95, plus \$3 handling and shipping).

R1E MAR 1997

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—Access to Education, Adolescents, At Risk Persons, Education, *Educational Strategies, Elementary Secondary Education, Foreign Countries, *High Risk Students, Residential Institutions, *Residential Schools, *Special Education, *Student Needs, Youth Problems, Youth Programs

Identifiers—*Israel, Youth Service

Residential treatment centers have always steered a course between bureaucracy and anarchy. The conventional professional wisdom in the United States holds that residential group care programs for children and youth are intrinsically flawed. This volume seeks to remedy this perception by making a case for the adoption of Israeli and European practices in such residences. The book opens with a report on residential programs in Israel and draws comparisons with their European counterparts. The comparisons are then followed by practical approaches to the enhancement of such programs in the United States. Six different Israeli programs were investigated, and this information was mined for its relevance to U.S. programs. Five articles then enhance the theme of residential education with topics that include: comparisons between Israeli and European experiences in residential education; the conceptual foundations of developmental theory for residential education; human development in group care; the role of national policy in residential education; and the implications of the African American experience for residential education. The philosophical theme that runs throughout the book emphasizes the notion that types of youth care services which best serve their target populations are rooted in developmental education rather than in a treatment framework. (RJM)

ED 400 480

CG 027 292

Roberts, Kathryn L. Jackson, Adrian S.

Drinking and Smoking Habits of Students at

Northern Territory University.

Report No.—ISBN-0-949070-73-4

Pub Date—93

Note—46p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alcohol Abuse, Alcohol Education, College Students, *Drinking, Ethnic Groups, Foreign Countries, Higher Education, Sex Differences, *Smoking, *Student Behavior, Substance Abuse

Identifiers—Australia, Northern Territory University (Australia)

Persons in the Northern Territory who drink have the highest per capita daily consumption of alcohol and the highest rate of tobacco smoking in Australia. This study identifies the drinking patterns and demographic and personal variables that might predict risk levels for Northern Territory University (NTU) students and therefore give direction to health promotion programs. The sample comprised 430 NTU students ages 18 and older. Assessment of questionnaires shows that there is not on the whole a serious drinking problem at NTU, but that there is a small group of heavy drinkers that could benefit from alcohol education. Ethnic origins, position in family, and type of drink preferred were related to drinking patterns. Males drink more heavily than females, with males typically drinking beer and females drinking wine. Ethnicity showed a consistent link to alcohol consumption; the highest risk individuals tended to be beer-drinkers of Australian or United Kingdom extraction. Marital status, income, accommodation and age were related to student smoking. A higher percentage of younger females smoked than males; thus, anti-smoking campaigns should especially target younger students and females. Findings are illustrated with 11 pie charts and 6 graphs; the questionnaire is appended. (LSR)

ED 400 481

CG 027 310

Hoffman, Rose Marie Myers, Jane E.

Gender Issues in Counselor Education: Are the

CACREP Standards Sufficient?

Pub Date—[96]

Note—17p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accreditation (Institutions), Counseling Effectiveness, *Counselor Attitudes, Counselor Training, Curriculum Development,

*Curriculum Evaluation, Feminism, Higher Education, Sex, Sexual Identity, *Standards

Identifiers—*Council for Accredited of Counsel and

Relat Educ Prog, *Gender Issues

A systematic review of the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) was undertaken to determine the extent to which gender issues are addressed and whether the current standards are sufficient for the preparation of counselors in gender issues. The review revealed that references to gender in the CACREP standards are not extensive. Gender was mentioned directly in two of the six basic standards, indirectly in two, and it was not mentioned in two; gender was mentioned directly in two of the six specialty standards and indirectly in the remaining four. Modifying the CACREP standards to assure more systematic attention to gender issues in all aspects of the training program may be an effective strategy for accomplishing the goal of enhanced gender awareness and training among faculty, administrators, and counselor trainees. It is noted, however, that counselor education program requirements already demand full course loads of critical classes. The addition of any new required classes, such as those dealing with gender issues, may be impossible given the available resources to counselor education programs. Implications for further research include investigating the factors that contribute to effective gender-sensitive counselor education and exploring differing perceptions of such factors. (Contains 15 references.) (LSR)

ED 400 482

CG 027 322

Brott, Pamela E.

Gottfredson's Theory of Circumscription and Com-

promise: Implications for Career Counseling.

Pub Date—[93]

Note—10p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Choice, *Career Counseling, Career Guidance, Counseling, Counseling Psychology, *Counseling Techniques, *Counseling Theories, Decision Making, *Evaluation Criteria, Vocational Interests

Identifiers—Compromise, *Gottfredson (L S)

An overview of L. S. Gottfredson's theory of circumscription and compromise (1981) is presented in this paper. Circumscription and compromise deal with the processes by which occupational aspirations are developed and sacrificed. Research has shown that targeting career awareness at an early age is important. The theory suggests that individuals will only consider occupations within an area bounded by their acceptable levels of prestige and sex type. Few studies have explored Gottfredson's theory, although empirical support for the model has been offered as evidence. Many of the studies involve a small sample size and few have dealt with the multicultural implications for this theory. Research indicates that the theory may be more complex than originally proposed but it does seem that the compromise component is fundamental to understanding career decision making. Some implications for counseling include incorporating atypical role models for elementary school students, proactive shaping of choices for secondary school students, and an emphasis on prestige and sex-type considerations for all students and clients. Even so, a variety of hypotheses need to be tested based upon the theory so as to examine how circumscription and compromise are related to making sound career decisions. Contains 13 references. (RJM)

ED 400 483

CG 027 355

Kottler, Jeffrey A. Brown, Robert W.

Introduction to Therapeutic Counseling. Third

Edition.

Report No.—ISBN-0-534-26382-8

Pub Date—96

Note—437p.; For the corresponding student manual, see CG 027 356.

Available from—Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, CA 93950 (\$56.95).

Pub Type—Books (010) — Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—Counseling, *Counseling Psychology, Counseling Techniques, Counseling Theories, *Counselors, *Counselor Training, Higher Education, Instructional Materials, *Psychotherapy, *Therapy

A personal need to create a student-centered introduction to therapeutic counseling gave rise to

this text. Emphasized throughout the text is the belief that counselor education and training should be integrative and pragmatic. Chapters are organized into four main parts: (1) The Professional Counselor; (2) Counseling Antecedents and Approaches; (3) Applications of Counseling; and (4) Professional Practice. Chapter titles are as follows: (1) Therapeutic Counseling: What It Is and How It Works; (2) Historical and Conceptual Foundations of Counseling; (3) Settings for Therapeutic Counseling; (4) The Therapeutic Relationship; (5) Insight-Oriented Counseling Approaches; (6) Action-Oriented Counseling Approaches; (7) Developing a Personal Style; (8) Assessment, Testing, and the Diagnostic Process; (9) Group Counseling; (10) Marital, Family, and Sex Counseling; (11) Career Counseling; (12) Drug and Alcohol Counseling; (13) Counseling Special Populations; (14) Research and Practice; (15) Ethical and Legal Issues; and (16) Toward Closure. Three appendices present Ethical Standards of the American Counseling Association, Ethical Principles of Psychologists of the American Psychological Association, and the Code of Ethics of the American Association for Marriage and Family Therapy. Contains approximately 700 references, and an index. (RJM)

ED 400 484 CG 207 356

Kotler, Jeffrey A.
Self-Guided Exploration for Introduction to Therapeutic Counseling, Third Edition.
Report No.—ISBN-0-534-34042-3
Pub Date—96

Note—90p.; For the corresponding textbook, see CG 207 355.

Available from—Brooks/Cole Publishing Company, 511 Forest Lodge Road, Pacific Grove, CA 93950 (\$19).

Pub Type—Guides - Classroom - Learner (051) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—Counseling, *Counseling Psychology, Counseling Techniques, Counseling Theories, *Counselors, *Counselor Training, Education, Higher Education, Instructional Materials, *Psychotherapy, Therapy, Workbooks

Although written to accompany a particular textbook, this student workbook may be used in conjunction with a number of different introductory texts and courses that orient beginners to the profession of counseling. It is intended to supplement class material. Because counselor training involves more than mastering a set of skills, a collection of theories, and a body of research, this workbook is designed to help the student personalize the concepts so that the material becomes more dynamic and more relevant. The various exercises encourage students to apply counseling theory and techniques into their lives and to experiment with new ways of behaving. The text is divided into four parts: (1) The Professional Counselor; (2) Counseling Antecedents and Approaches; (3) Applications of Counseling; and (4) Professional Practice. Part one explores therapeutic counseling, looks at the historical and conceptual foundations of counseling, and provides exercises for analyzing the therapeutic relationship. In part two, various counseling approaches and styles are explored while part three looks at different types of counseling, such as group counseling, career counseling, marital counseling, family counseling, and drug counseling. Part four examines ethical and legal issues and offers exercises on how to incorporate research into one's personal development and how to obtain closure. (RJM)

ED 400 485 CG 207 360

Contant, Lynne
Detecting Child Abuse: Recognizing Children at Risk through Drawings.

Report No.—ISBN-0-9651068-2-9

Pub Date—96

Note—115p.

Available from—Holly Press, P.O. Box 24136-0122, Santa Barbara, CA 93121 (\$19.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Art Expression, Art Products, *Art Therapy, At Risk Persons, Child Abuse, *Child Behavior, Children, Child Welfare, Elementary Education, *Guidelines, *Self Expression, Sexual Abuse

Identifiers—Art Therapists

This guidebook is designed to help parents, teachers, day care professionals, nannies, and others in the childcare arena recognize signs of distress in

children's drawings. The handbook is intended for those with little or no knowledge of art therapy. Information the book provides is a compilation of indicators that commonly appear in the drawings of abused children. The guide does not contain complete information regarding art therapy and should be used only as a general guide to help the reader take the first step in the decision to get professional help for a child at risk. Teachers and parents, the largest group of caregivers, should especially benefit from this guide; since childhood trauma is an emotional issue, and parents and teachers can easily jump to conclusions based on incomplete information, the concrete characteristics and interpretations in this book will help readers be more objective when analyzing children's art. The book's main goal is to help caregivers gather enough information to decide whether or not a child should be evaluated by experts. Types of abuse are covered here, along with a discussion of developmental aspects of drawings and ways to analyze drawings. Appended is a reference list of major abuse characteristics. Contains a glossary, 57 references, and an index. (RJM)

ED 400 486 CG 207 365

Pedersen, Paul B., Ed. Locke, Don C., Ed.
Cultural and Diversity Issues in Counseling.

ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-56109-071-9

Pub Date—96

Contract—RR93002004

Note—148p.

Available from—ERIC/CASS Publications, School of Education, University of North Carolina at Greensboro, Greensboro, NC 27412-5001.

Pub Type—Books (010) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Client Characteristics (Human Services), Counseling, Counseling Effectiveness, *Counseling Techniques, Counselor Attitudes, *Counselor Client Relationship, Counselors, *Cultural Awareness, *Cultural Differences, Ethnicity, *Minority Groups, Psychological Services, Psychotherapy

Identifiers—*Multicultural Counseling

Counseling has been culturally diversified for a long time, but only in recent years have counselors become aware of their clients' cultural diversity. This collection of articles addresses a growing need for specific information on multicultural concerns in counseling. The emphasis here is on the importance of the client and client's special viewpoint in the clinical setting. The first section provides details on ethnographic cultures. Some of the populations examined here include African American women, American Indian and Alaskan Natives, old order Amish, Southern Appalachians, Chicanos, Chinese Americans, Filipino Americans, native Hawaiians, Hispanics, Japanese Americans, college students from Taiwan, and white racists. Part two broadens its look at cultural perspectives with an overview of demographics, status, and affiliation cultures. Covered in this section are suggestions on counseling such groups as athletes, people with traumatic brain injury, Buddhists, HIV-infected clients, rural clients, and children from diverse backgrounds. Also included in this part is information concerning culture, diversity, and disability; economic status and mental health; homelessness; refugee mental health; social class as a basis for intervention; and spiritual/religious dimensions of counseling. Each article begins with an overview and concludes with a list of references. (RJM)

ED 400 487 CG 207 366

Dowling, Elizabeth J., Eaker, Michelle A.
New Directions for New Professionals.

Pub Date—10 Mar 96

Note—11p.; Paper presented at the Annual Convention of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).

Pub Type—Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), College Environment, *Employees, Employer Employee Relationship, Faculty College Relationship, Higher Education, *Orientation, Orientation Materials, *Personnel Needs, Staff Development, *Staff Orientation
Institutions of higher education spend consider-

able resources in the recruiting, screening, and hiring processes, yet often pay little attention to acclimating new professionals to their surroundings. This document presents a step-by-step outline of how to orient new employees. The success of the new professional/institution relationship depends upon each party's understanding of its respective responsibilities and that employee orientation programs are cost-effective and necessary for the successful integration into work and community. The process is presented in two sections. The first section, Orientation Components, discusses the underlying theory of orientation, job-related responsibilities, technical skills, campus culture, departmental culture, and individual wellness. The second section, Stages of Orientation, offers a detailed look at the first day of work, and discusses organizational and departmental orientation. One-page summaries of the two sections follow the title page. Four scenarios followed by open-ended questions are included, followed by a list of nine references and contact information for the presenters. (RJM)

ED 400 488 CG 207 367

Zvirin, Stephanie
The Best Years of Their Lives: A Resource Guide for Teenagers in Crisis, Second Edition.

American Library Association, Chicago, Ill.
Report No.—ISBN-0-8389-0686-9

Pub Date—96

Note—154p.

Available from—American Library Association, 50 East Huron Street, Chicago, IL 60611 (\$25).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Adolescents,

*At Risk Persons, Delinquency, Fiction, Help Seeking, Library Material Selection, Nonfiction, Nonprint Media, *Resource Materials, Resources, Secondary Education, *Youth Problems

This is a guide to nonfiction, selective fiction, and videos for young people searching for answers. Its assortment of titles can give adolescents, ages 12 to 18, a better understanding of growing up in a rapidly changing world. With a few exceptions, most of the material included here has been published since 1990 and is currently available. The volume features 405 book and 86 video annotations and is a particularly useful sourcebook for libraries that serve young people. Age-level designations are provided for all entries and are based on a variety of factors, such as subject matter, format, depth of treatment, and writing style. Also included are interviews with authors and filmmakers. Materials appear under the following headings, with fiction and nonfiction titles grouped separately: Family Matters; School: For Better or Worse; Me: My Rights, My Friends, Myself; Safe Passage: At Home, At School, in the Community; Wellness; Being Sick, Staying Healthy; Sex Stuff; One Plus One Makes Three: Marriage, Pregnancy, and Parenting; Death: Romance and Reality; and Videos. These titles address a number of difficult subjects such as violence and safety in school, pregnancy, sexuality, suicide, sexual abuse, and learning disabilities. Contains a list of film distributors, an author-title index and a subject index. (RJM)

ED 400 489 CG 207 370

A Hispanic/Latino Family Approach to Substance Abuse Prevention. CSAP Cultural Competence Series 2.

National Coalition of Hispanic Health and Human Services Organizations.

Spons Agency—Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.

Report No.—DHHS-SMA-95-3034

Pub Date—95

Contract—90MF35099001D

Note—220p.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Alcoholism, Behavior, Drug Abuse, Drug Addiction, *Drug Use, Family Environment, *Family Influence, *Hispanic Americans, *Intervention, *Prevention, Puerto Ricans, *Substance Abuse

Identifiers—Drugs, *Latinos

This monograph is designed to help scientists, decision makers, and service providers develop a deeper understanding of the role families and cul-

ture play in the prevention of alcohol and other drug abuse in Hispanic/Latino American populations. It also provides information on models of service delivery that are directed at strengthening families through culturally competent interventions. The volume is divided into three parts. The first section examines issues in preventing alcohol and other drug abuse among Hispanic/Latino families and explores behavior problems among Hispanic/Latino youth. Part two describes family-based intervention models that have been implemented and tested in high density Hispanic/Latino communities throughout the United States and Puerto Rico. The third section concentrates on family-oriented community-based intervention models and includes descriptions of a community-based outreach program for addicted women. Also discussed are interventions in the educational community, including an overview of how to strengthen families with children from birth to three years of age and how to reduce risk factors and promote resilience to substance abuse among children attending inner-city schools. The book closes with a look at the future of substance abuse prevention programs among Hispanic/Latinos. Contains numerous references throughout. (RJM)

ED 400 490 CG 027 371

Greek Life: A Foundation for the Future.
Maryland Univ., College Park.
Pub Date—95
Note—38p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Educational Environment, *Fraternities, Higher Education, *Sororities, *Student Development, Student Needs, *Student Organizations, Student Responsibility, *Student School Relationship, Student Subcultures

Identifiers—University of Maryland College Park
Supporting Greek life has been an important educational initiative for many colleges and universities. Although Greek students are typically involved with the college and community, there are other aspects of Greek culture, such as hazing and alcohol abuse, which are troublesome to university administrators. This document discusses standards, set by The University of Maryland at College Park, for supporting Greek life on campuses. It is believed that the organizational ideals and goals presented here will promote personal development and a strong sense of identity within the institution. The ideals and goals outlined here include scholarship, leadership, community service, individual and group initiative, self governance, and interpersonal and social skills development. These ideas appear under such headings as "Basic Principles Guiding the University- Greek Relationship," "Conflicting Aspects of the Greek Experience," "Greek Ideals," "University Commitment to Greek Life," "Need for Change," "Membership Development," "Chapter Development," "Chapter Outreach," "Chapter Facility Management," "Recruitment," and "Standards." It is argued that fraternities and sororities can provide unique learning opportunities for students and that such students can become productive members of the alumni and student communities. (RJM)

ED 400 491 CG 027 372

Wilczenski, Felicia L. Bontrager, Terry.
A Brief Report on Behavior Theory and Practice in School Psychology.
Pub Date—[96]

Note—12p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, *Behavior Theories, *Counseling Techniques, Counseling Theories, *Counselor Attitudes, Counselor Characteristics, Counselors, Elementary Secondary Education, Pupil Personnel Services, *Pupil Personnel Workers, School Counselors, *School Psychologists

Identifiers—National Association of School Psychologists

A compelling argument in support of behavioral approaches is the use of validated techniques. But many school psychologists use behavior consultation and intervention strategies despite not having followed the tenets of behavioral practice, such as gathering data. This study explores the reality of theory-practice discrepancies. Surveys were mailed to 500 randomly selected members of a national

organization of school psychologists; a final sample of 308 respondents was used. The forced-choice questionnaire addressed issues of demographics, general practice, caseloads, the use of assessment procedures, and various intervention techniques. Most of the respondents worked with students spanning several age groups and grades. Results indicated that school psychologists are predominantly female, work in public schools, and classify themselves as moderately behavioral in orientation. Notable among the findings was the lack of a relationship between the types of assessment procedures employed in practice and the theoretical orientation of the practitioner. No differences were evident in the assessment practices of school psychologists with a self-reported low, moderate, or high behavioral orientation. Respondents provided scant evidence that the effects of intervention are evaluated systematically and some evidence indicates that outcomes are not evaluated at all. (RJM)

ED 400 492 CG 027 376

Lichtenberg, James W. Wettersten, Kara B.
Relational Control: Historical Perspective and Current Empirical Status.
Pub Date—Aug 96

Note—46p.; Paper presented at the Annual Convention of the American Psychological Association (Toronto, Ontario, Canada, August 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Counseling, Counseling Psychology, *Counseling Techniques, *Counseling Theories, Counselor Attitudes, Counselor Characteristics, *Counselor Client Relationship, Counselor Role, *Interpersonal Communication, Interpersonal Relationship, Therapeutic Environment
Identifiers—*Relational Concepts, *Relational Models

The notion of relational control in therapy has evolved as a concept over the past 30 years. This paper reviews the evolution of the construct of relational control as it relates to counseling and therapy. It analyzes the various ways that relational control has been used in process research and explores the manner in which counselors and clients communicate messages as they define their relationship. Also considered are the interactional coding systems that are intended to capture "relational control." It is suggested that the concept of relational control—although central to interpersonal and interactional perspectives within counseling and psychotherapy—is not as clear or unified a concept as either theorists or researchers might like. Some of the confusion arises from the use of different and inconsistent relational coding schemes, the use of different definitions and operationalizations for deriving indices of relational control from the various coding systems, and the analysis of treatment sessions without clear indications of whether the outcome of therapy was successful. It is suggested that programmatic research which formally takes into consideration the differences in relational control perspectives and operationalizations is needed. The paper concludes with a summary of research findings. Contains 83 references. (RJM)

ED 400 493 CG 027 377

Lichtenberg, James W. O'Brien, Karen M.
The Latent Personality Structure of the Millon Clinical Multiaxial Inventory.

Spons Agency—Kansas Univ., Lawrence. General Research Fund.
Pub Date—Aug 96

Note—22p.; Paper presented at the Annual Conference of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Rating Scales, Diagnostic Tests, *Measures (Individuals), *Personality Assessment, *Personality Theories, Personality Traits, Psychological Testing, Research Tools, Scaling, Test Validity

Identifiers—*Millon Clinical Multiaxial Inventory
Among the more recent personality assessment tools used by counseling psychologists is Millon's Clinical Multiaxial Inventory (MCMI). This instrument was created, in part, to reflect the changes that had occurred in psychologists' understanding of personality, psychopathology, and diagnostic assessment. The MCMI is derived from Millon's biosocial learning theory of personality. Millon's

personality theory is built upon a cross-matrix of four basic personality patterns with an active/passive dimension. The two sets of theoretical variables give rise to what is defined and quantified as the eight basic personality pattern scales on the MCMI. Although there is literature addressing the factor structure of the MCMI items, there is none addressing the theoretical structure presumed to underlie the scales of the instrument. This study tested Millon's theoretical framework and model of personality against actual MCMI scale data. The results of this study were clearly unresponsive of the basic personality scales of the MCMI as representing the latent biosocial personality structure proposed by Millon. The findings do not, however, mitigate against use of the MCMI as a clinical diagnostic tool. Five tables and two graphs illustrate findings. Contains 17 references. (LSR)

ED 400 494 CG 027 381

Substance Abuse and the American Woman.
Columbia Univ., New York, NY. National Center on Addiction and Substance Abuse.

Spons Agency—Bristol-Myers Squibb Foundation, Inc., New York, NY; Pew Charitable Trusts, Philadelphia, PA.

Pub Date—Jun 96
Note—308p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—Alcoholism, At Risk Persons, *Behavior, Drug Abuse, Drug Addiction, *Drug Use, Family Environment, *Females, Literature Reviews, Sex Differences, *State of the Art Reviews, *Substance Abuse

The first comprehensive assessment of substance abuse and women, this report arose from an analysis of more than 1,700 scientific and technical articles, surveys, government reports and books. Results show that American women are closing the gap with men in that they are increasingly likely to abuse substances at the same rate as men. Findings show that women are starting to smoke, drink, and use drugs at earlier ages than ever before. Unlike men, though, women get drunk faster, become addicted quicker, and develop substance abuse-related diseases sooner. Furthermore, at least one of every five pregnant women uses drugs, drinks, or smokes. An enormous gap exists between what experts know about women's substance abuse and what is known and acted on by women and those who care for them. It is recommended that women be made aware of the dangers of substance abuse. Prevention programs must address the reasons why women abuse substances and such programs must identify girls at highest risk. Health professionals, too, must recognize that women will manifest symptoms of substance abuse that are different from those of men, which may include a woman trying harder to hide her substance abuse due to intense shame. Contains approximately 750 references. (RJM)

ED 400 495 CG 027 383

Kinasewitz, Theodore M.
Reducing Aggression in a High School Setting through a Conflict Resolution and Peer Mediation Program.

Pub Date—96
Note—92p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adolescents, *Aggression, *Conflict Resolution, Educational Environment, High Schools, *High School Students, Interpersonal Communication, *Intervention, Peace, Peer Influence, Prevention, Prosocial Behavior, Violence
Identifiers—*Peer Mediation

Incidence of aggressive and violent actions in schools have been increasing. The goals of this practicum were to reduce aggressive and violent behavior in a large, comprehensive, public high school and to make students and staff aware of peaceful alternatives to conflicts. Solution strategies included teaching conflict resolution skills in the classroom and forming a peer mediation program, both of which emphasized students working with other students. A group of 36 high school seniors, who comprised the peer leadership program and who reflected the ethnic diversity of the school, were trained in conflict resolution techniques. These seniors then taught these skills to classes of freshmen that they met with on a weekly basis. Results indicate that students became increasingly aware of peaceful alternatives when faced with a conflict and that there

were resources they could turn to in the high school. Feedback from the presentation of the conflict resolution techniques was positive. Peer mediation was successful in 21 out of 24 sessions with 66 students taking part. Overall, disciplinary referrals for aggressive and violent behavior were reduced, but other factors, such as tightened security and stricter adherence to discipline, also contributed to this decline. Appended are numerous surveys, a mediation session record form, and a discipline referral report. Contains 44 references. (RJM)

ED 400 496

CG 207 384

Schuh, John H.

Report on Service Needs of Evening Students at Wichita State University.

Pub Date—30 Sep 96

Note—18p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *Campus Planning, College Students, *Commuting Students, *Evening Students, Higher Education, Part Time Students, *Student College Relationship, Student Experience, *Student Needs, Student Personnel Services

Identifiers—*Wichita State University KS

The greatest impediment to the provision of adequate and appropriate campus services for commuter students is their diversity. It is important to identify the needs of commuting students since they may have little interest in traditional campus programs and services. Though they are an extremely diverse population, nontraditional commuting students tend to be independent, older, and part-time. This study evaluated the administrative support and advising needs of 295 students enrolled in Wichita State University evening classes during the 1996 Spring semester. Students were asked if they used certain services at least once a semester at night, and if not, if they would like to use those services at night. Questionnaires were completed through telephone surveys; a sample of the script question is included and six tables illustrate student responses. The results indicate that only a few services were used at night, but students would have liked to use many more. Ironically, many of the services that students indicated they would like to use were already available during selected evening hours throughout the semester. The outcome of the study suggests that literature should be distributed to evening students to increase their awareness of the availability of existing evening campus programs. (LSR)

ED 400 497

CG 207 385

Sedlacek, William E. Kim, Sue H.

Survey Terminology Related to Sexual Orientation: Does It Matter? Report No. 12-96.

Maryland Univ., College Park. Counseling Center. Pub Date—[96]

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitude Measures, Bias, Methods, *Questioning Techniques, *Research Methodology, *Research Problems, Responses, *Response Style (Tests), Sex Differences, *Surveys, Testing Problems, Test Validity

Identifiers—*Sexual Orientation

Over the years, many different labels have been used to describe nontraditional students. This study examined whether terminology used in surveys could affect respondents' answers. Two forms of a questionnaire were designed and distributed randomly to college students. One form consistently employed the terms gay, lesbian, and bisexual while the other form employed the term homosexual. On 29 of the 30 items, there were no significant differences between the two groups. However, on one item, the difference was significant. In the true-false statement, "I have had at least one homosexual experience during the last year," only 2.5% of the respondents marked it true. However, for the statement, "I have had at least one sexual experience with someone of my gender during the last year," 10.4% of respondents indicated this as true. It is speculated that the term "homosexual" seemed to generate some negative reactions and that respondents did not want to see themselves as homosexual. It is concluded that if researchers wish to measure behavior, it may be preferable to avoid any labeling and to be as operational as possible. Contains 11 references. (RJM)

ED 400 498

CG 207 387

Liu, William M. Sedlacek, William E.

Perceptions of Co-Curricular Involvement and Counseling Use among Incoming Asian and Pacific and Latino American College Students. Report No. 7-96.

Maryland Univ., College Park. Counseling Center. Pub Date—[96]

Note—22p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Asian Americans, *Client Characteristics (Human Services), *College Freshmen, College Students, Counseling, Counselors, *Extracurricular Activities, Higher Education, Hispanic American Culture, *Hispanic Americans, *Pacific Americans, Student Attitudes, Student Characteristics, Student Interests

Identifiers—Asian American Students, Hispanic American Students, *Latinos

Latinos and Asian Pacific Americans (APAs) are increasing in numbers throughout the United States. This study reports on a survey administered to 350 APA and 119 Latino American students entering a large east coast university. Significant differences between APA and Latino students emerged: (1) APA students were less likely than Latino students to believe that they had leadership skills; (2) APA students were more open to seeking help for emotional-social concerns and were more interested in becoming involved through campus organizations than were Latino students; (3) Latino Americans were more comfortable working with others on group projects than were APA students; and (4) APA students tended to have racially similar friends and anticipated being lonely their first year in college. Some similarities across racial groups were also evident and included students who were interested in seeking counseling for problems with alcohol were likely join a fraternity or sorority. Likewise, students from both groups expected to have a difficult time adjusting to collegiate social life and were interested in counseling. Finally, results showed some racial difference on perceptions and expectations about college, such as Latino American students believing more than APA students that studying, meeting others, and budgeting time would be the easiest parts of college. Contains 50 references. Three tables present statistical analysis. (RJM)

ED 400 499

CG 207 403

CACD Journal. Volume 16. 1995-1996.

California Association for Counseling and Development, Fullerton.

Report No.—ISSN-1052-3103

Pub Date—96

Note—69p.; Published annually.

Available from—CACD Journal Subscriptions, CACD, 2555 East Chapman Ave., Fullerton, CA 92631 (per issue: \$8 non-member; \$4 member).

Journal Cit—CACD Journal; v16 1995-96

Pub Type—Collected Works - Volumes (022)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Persistence, Adolescents, Ancillary School Services, Children, Chinese, College Students, Counseling, Counseling Services, Counselors, Elementary Secondary Education, *Higher Education, *Psychological Services, Pupil Personnel Services, *Student Personnel Services

Identifiers—California

The exploration of innovative programs in counseling is the focus of this journal. Articles include: "Social Images and Interpersonal Interaction: Implications for Counseling Chinese and U.S. College Students" (Russell L. Young, MyLuong T. Tran, and Joseph D. DiLella); "Persistence Rate of College Freshmen with Declared Majors" (Sandra K. Brodwin and Martin G. Brodwin); "Job Satisfaction Among Full-Time Counselors in California Community Colleges" (David L. Baird and David L. Inglis); "Organization Commitment Among California's Public Rehabilitation Counselors" (Jamie Satcher and Marcheta McGhee); "Accountability in a University Counseling Center Through Total Quality Management and Qualitative Research" (Phillip A. Whitner and Daniel J. Abrahamowicz); "The High School Counselor: Restructuring for Survival" (Joe V. Diaz); "Using Information in Counseling Children: A Child-Centered Perspective" (Angelo V. Boy); "As Long as There Are Katrinas, It's Still Not Enough" (Trish Hatch); and "Mi Sueno" (Teresa Mercado-Cota). Contains CACD journal guidelines for authors and a CACD leadership team directory. (RJM)

ED 400 500

CG 207 417

Schreier, Barry A.

Have Less? Do More! Marketing University Counseling Center Services.

Pub Date—[96]

Note—13p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, Counseling, Counseling Objectives, Counseling Services, Counselors, *Guidance Centers, *Higher Education, *Marketing, *Psychoeducational Methods, *Psychological Services, Strategic Planning, *Student Personnel Services

Many university and college counseling centers are experiencing increased financial constraints and a growing lack of general institutional support. This paper suggests that psycho-educational programming may be one solution for reaching more students while spending less in financial and staff hour resources. Although educational programming may be an excellent solution in theory, the actual provision of such programming presents its own difficulties. Discussed here are psycho-educational programs that have been developed in order to proactively reach greater numbers of students and do so with fewer expenses. This program is presented as a vehicle for addressing the issues of how to market counseling center services. Outlined here are the program itself, the marketing model, and the marketing plan. It is suggested that psycho-educational programming and proactive and assertive marketing are effective and ethical responses to meeting the demand of increased services with decreased resources. While some critics claim that marketing detracts from the clinical mission of the counseling center, it is argued that experience with such methods shows that this is not the case. Contains 12 references. (RJM)

ED 400 501

CG 207 419

Beatty, Lee A. Cipparrone, Nancy E.

The Relationship between Addiction and Psychopathology in a Sample of Inpatient Adult Alcoholics.

Pub Date—[93]

Note—20p.; Prepared as part of the "Counselor Education Program" of Northeastern Illinois University.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, *Alcoholism, At Risk Persons, Clinics, *Drug Addiction, *Drug Rehabilitation, Emotional Problems, Mental Disorders, *Psychopathology, *Rehabilitation, Substance Abuse, *Therapeutic Environment

Since psychopathology may be linked to substance abuse behavior, one aspect of that relationship should have an effect on the development and consequences of the other. This study sought to determine whether psychopathology would decrease after a 28-day period of alcoholism treatment. Thirty Caucasian adults who had sought inpatient treatment for alcoholism were randomly selected and tested. Results indicate that psychopathology did significantly decrease on all six symptom categories, particularly depression, anxiety, and interpersonal sensitivity. Likewise, all three global indices of a test designed to reflect the psychological symptom patterns of psychiatric patients also showed some decrease. The least significant result was obtained for Obsessive/Compulsive scores. The data demonstrate that inpatient alcohol treatment can be effective in decreasing psychopathology. It is argued that the randomization strategy in this study controlled for many other variables that might have had an effect on the decrease of psychopathology, such as gender effects, number of previous treatments, and severity of alcoholic symptoms. While it is conceded that the lack both of a control group and of a multiculturally diverse sample limited this research, it is hoped that future studies will be able to address these and other concerns. Contains 14 references. (RJM)

ED 400 502

CG 207 420

Directions for the Road to Life after High School.

Indiana Career and Postsecondary Advancement Center, Bloomington.

Pub Date—96

Note—76p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Career Awareness, *Ca-

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reer Guidance, *Career Planning, College Choice, *Educational Planning, Help Seeking, Higher Education, High Schools, High School Students, Planning, *Post High School Guidance, *Resource Materials, Resources

Identifiers—How To Books, *Illinois

This guide is designed to help high school students in Indiana make post-graduation plans. It begins with a discussion of things students should accomplish while still in high school, including mapping out post-school plans. Special attention is given to career choices, and details are provided on how career direction, discovering skills, finding a desirable job, writing a cover letter and resume, preparing to interview, and keeping a job are accomplished. The next section explores the type of educational preparation a student will need in his or her chosen career. Topics covered here include the steps to education, evaluating apprenticeships and different types of college degrees, choosing a school, applying to schools, and reflections on choices. Once a school is selected, a number of other issues will arise; the guide gives tips on whether to live at home or to move out, roommates, preparing to stay at home, and coping with change. Likewise, managing money is a major concern—useful information is provided on budgeting for expenses, details about paychecks, looking and applying for financial aid, preparing for debt, and choosing debt carefully. Finally, suggestions on community involvement and the types of benefits a student would gain from such activities are covered. Contains a glossary. (RJM)

ED 400 503

Kraus, Pamela

Raising the Awareness of Sexual Harassment and Preventing Its Occurrence in the Junior/Senior High School Environment.

Pub Date—96

Note—70p; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adolescents, Antisocial Behavior, Classroom Environment, *Educational Environment, High Schools, Junior High Schools, *Prevention, Secondary Education, *Sexual Harassment, Student Attitudes, *Student Behavior, *Student Development, Student Rights

The problem of sexual harassment in junior and senior high schools is addressed in this practicum. Its major goals were to raise the awareness and understanding of sexual harassment and to create a school environment that does not tolerate sexual harassment. It was found that both students and staff possessed a poor understanding of what defines sexual harassment and the damaging effects it has on its victims. The setting for this study was a small public school district in the midwest, which had no sexual harassment policy for students. Most of the students came from white, middle class families. Sexual harassment was occurring on an almost daily basis within the school district, although most of the perpetrators did not realize that their actions were considered sexual harassment. Specifics on how the new program was instituted are discussed. Four of the five projected outcomes of the practicum were met: the school district adopted a strong policy prohibiting sexual harassment; at least 80% of all staff and students came to understand what sexual harassment is; complaints and reports of sexual harassment decreased; and students were able to demonstrate their knowledge regarding sexual harassment. Recommendations for implementing this practicum in other settings are provided. Appendices include two pre-training quizzes and several case studies with answers. Contains 16 references. (RJM)

ED 400 504

Powers, Catherine A.

Stop Occupational Stress (S.O.S.): An Occupational Stress Management Program for Youth Counselors.

Pub Date—96

Note—71p; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adjustment (to Environment), *Burnout, Counselor Performance, *Counselors, Health Needs, Human Services, *Job Satisfaction, Mental Health Workers, Quality of Working Life, *Stress Management, Work Environment

Identifiers—*Job Stress

This practicum was designed to address the declining morale and the elevated job-related stress among the staff of a multiproblem human service agency. The participants were over 90 youth counselors and supervisors. Their educational experience ranged from some college to doctoral-level course work and their work experience varied from .5 years to 20 years. Employees voluntarily participated in a stress management program which addressed the issues of burnout by introducing individual and program modifications. A series of pre-program interviews and groups were conducted with the counselors which revealed that occupational stress and the ensuing burnout which resulted had a direct negative impact on client services and staff morale. The goal was to create a forum where employee stress and burnout could be addressed and dealt with in a supportive environment. Formal and informal process-oriented groups were formed and counselors were directed to select sponsors from among their peers who would then provide moral support. Measurable improvements in job satisfaction were recorded over a 12-week period and counselors reported feeling less stressed on the job. However, it was believed that sustainable results could not be achieved without long-term intervention. Appended are the survey instrument, an occupational stress profile, and a stress management contract. Contains 54 references. (RJM)

ED 400 505

Youn, Gahyun

Do Human Rights Exist for Korean Gay Men and Lesbians?

Pub Date—Aug 96

Note—12p; Paper presented at the "Stigma, Human Rights, and Sexual Orientation—International Perspective" symposium at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Civil Liberties, Cultural Context, Foreign Countries, Homophobia, *Homosexuality, Lesbianism, *Sexuality, Social Change, Social History, *Social Values, Sociocultural Patterns

Identifiers—*Koreans, *South Korea

All talk of sex was taboo in Korean society until the middle of this century. Only during the last decade has sexuality been a topic of discussion, but still the discourse was dominated by traditional male views regarding sex. Today, the number of homosexuals living openly is growing, and active debate about homosexuality in Korea is now emerging. The current state of homosexual human rights is explored through the following topics: "Homosexuality in the Korean Historical Record"; "Contemporary Homosexual Community in Korea"; "Social Activism on Homosexuals' Rights"; "Homosexuals and the Law"; "Homosexuality and the Mass Media"; and "Academic Activity." This paper includes results of surveys which sampled the number of gays in a given population and polled the attitudes of Korean psychologists towards homosexuals. Most Korean seem to accept that the historical silence is evaporating and that homosexuality is becoming increasingly visible in their society; there is, however, concern that internalized homophobia may now find external expression. As the number of openly gay Koreans increases it is likely that the demand for civil rights will rise. Until there are more public and professional supporters of gay rights, it will be difficult for homosexuals to achieve civil rights and legal recognition. (LSR)

CS

ED 400 506

Fountas, Irene C. Pinnell, Gay Su

Guided Reading: Good First Teaching for All Children.

Report No.—ISBN-0-435-08863-7

Pub Date—96

Note—422p; Foreword by Mary Ellen Giacobbe. Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$32.50).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Beginning Reading, Classroom Envi-

ronment, *Classroom Techniques, Grouping (Instructional Purposes), Primary Education, *Reading Achievement, *Reading Instruction, *Reading Material Selection, *Reading Programs, Reading Skills, Small Group Instruction, *Student Evaluation, Word Recognition

Identifiers—*Guided Reading Procedure, Reading Management

Outlining how teachers can best support a literate community yet still meet the needs of individual readers, this book explains how to create a balanced literacy program for grades K-3 based on guided reading and supported by reading aloud, shared reading, interactive writing, and other approaches. The book also presents guidelines for observation and assessment, dynamic grouping of readers, creating sets of leveled books, selecting and introducing books, teaching for strategies, and classroom management. After a foreword by Mary Ellen Giacobbe, chapters in the book are (1) What Is Guided Reading? (2) Building on Early Learning; (3) Guided Reading within a Balanced Literacy Program; (4) Designing and Organizing the Learning Environment; (5) Managing the Classroom; (6) Using Assessment to Inform Teaching; (7) Using Running Records; (8) Dynamic Grouping; (9) Creating a Text Gradient; (10) Using a Leveled Set of Books; (11) Selecting and Introducing Books; (12) Teaching for Strategies; (13) Learning about Letters and Words; (14) Shifts over Time; and (15) Good First Teaching with a Second Chance to Learn. Appendixes present work board icons; an alphabet chart; a 10-day plan for the management of guided reading; 2 versions of a guided reading record; 2 versions of a record of book-reading progress; material for making a folded letter book; an evaluation response for text gradient; a guided reading self assessment measure; a guided reading book list containing over 2,500 entries, and a list of book publishers and distributors. (RS)

ED 400 507

Newman, Anabel P. Metz, Elizabeth

FIRST Reading: Focused Instruction in Reading for Successful Teaching.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927516-65-9

Pub Date—96

Contract—RR93002011

Note—111p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type—Books (010) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Educational Games, Elementary Secondary Education, Expert Systems, Functional Literacy, Individualized Instruction, Motivation, Program Implementation, *Reading Ability, Reading Comprehension, *Reading Diagnosis, *Reading Difficulties, *Reading Instruction, *Reading Interests, *Reading Strategies, Study Skills

Identifiers—*FIRST Reading Computer Program

This book describes FIRST (Focused Instruction in Reading for Successful Teaching) Reading, a computer program that takes answers to 20 questions about a learner and matches this profile against profiles in the database. FIRST Reading, formerly called "Consult Reading," can recommend the most-likely-to-succeed teaching focus(es) for K-12 troubled readers with over 90% accuracy. Chapters in the book are (1) FIRST Reading: A New Look to Teaching; (2) What FIRST Reading Is Not; (3) The FIRST Reading Taxonomy; (4) The Eight Instructional Focuses; (5) Comprehension; (6) Functional Language; (7) Games; (8) Interest; (9) Language Experience; (10) Motivation; (11) Self-Concept; (12) Study Skills; (13) Implementation; and (14) FIRST Reading: Evaluating Affect, Attitude, and Success. Appendixes present the taxonomy, a learner profile sheet, bookbinding procedures, and sample informal interest inventories for grades 1-6 and grades 7-12. (Contains 53 references.) (RS)

ED 400 508

Bloodgood, Janet W.

Exploring a Model of Reading Proficiency.

Pub Date—Nov 95

Note—24p; Paper presented at the Annual Meet-

ing of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).
Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Elementary Education, *Emergent Literacy, Language Acquisition, Models, Prior Learning, *Reading Ability, Reading Comprehension, *Reading Processes
Identifiers—Text Factors

In attempts to understand the process of literacy acquisition, many researchers have devised models of reading. The basic elements of most reading acquisition models include word, or print knowledge and comprehension. The inadequacy and global nature of the conversational model of language proficiency provide impetus for C.E. Snow's development of a multidimensional model. Logical parallels exist between Snow's model of oral language proficiency and a model for reading acquisition and proficiency. Word knowledge takes the place of Snow's information load dimension, background knowledge retains much the same meaning and import, while "support" is substituted for the audience parameter, and "voice" serves as the fourth dimension. The word knowledge component consists of decoding, automaticity, and vocabulary, and there are at least two factors at work within the realm of background knowledge—reader experience and text factors. The support dimension encompasses an interaction of three factors—reader, text, and instructor. Voice, the fourth dimension, consists of self awareness and a transition from self to other. There is considerable interaction among the factors in this model, and in many cases, reciprocal relationships are apparent. Once children's literacy understandings have been carefully assessed, the model can provide information regarding what can be expected from the children, what measures of support would be appropriate, where strengths or weaknesses might exist, and what means might be used to take advantage of or compensate for them. (Contains 50 references and 3 figures.) (RS)

ED 400 509

CS 012 619

Ediger, Marlow

Tip in Reading Instruction.

Pub Date—96

Note—10p.

Pub Type—Opinion Papers (120) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associative Learning, *Classroom Techniques, Context Clues, Directed Reading Activity, Elementary Education, Phonics, Pronunciation, *Reading Comprehension, *Reading Instruction, *Reading Skills, Semantics, *Student Development, Teaching Methods, Word Recognition

Identifiers—Reading Fluency

Some tips can assist teachers in guiding each pupil to achieve more optimally, with respect to the ability to read well and reading comprehension. Among these 10 specific tips are: (1) teach individualized phonics in context; (2) assist the student to read in proper thought units by covering up words in sentences for clarification; (3) assist students in learning to use contextual clues to identify and pronounce unknown words; (4) use how and why questions about what has been read; and (5) find out what hobbies, talents, and interests each pupil possesses and recognize them by bringing them into the reading curriculum. In addition, pupils should make their own choices from classroom or other libraries. Word attack skills, including phonics and syllabication, context clues and content meaning, and pictorial and configuration clues, should be taught by the reading teacher. Students need to read to achieve higher cognitive objectives, such as, to think critically and creatively, to identify and solve problems, and to secure facts, concepts and main ideas. Teachers, administrators, and school counselors must view pupils holistically and make provision for optimal development of each learner. (CR)

ED 400 510

CS 012 620

Gaudrat-Bagault, Laurence Lehallé, Henri

Errors Detection by 5- to 8-Year-Olds Listening to a Wrong French Sequence of Number Words: Music before Lyrics?

Pub Date—Aug 96

Note—9p.; Paper presented at the Biennial Meetings of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Re-

ports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cues, Early Childhood Education, *Error Analysis (Language), Foreign Countries, French, *Language Acquisition, Language Research, *Language Skills, Listening Skills, *Syntax

Identifiers—France (Montpellier)

Children, ages 5 to 8 years ($n=71$), were required to listen and detect errors out of a partly wrong sequence of tape-recorded French number words from 1 to 100. Children (from several schools near Montpellier, France) were from preschool, grade 1, and grade 2. Results show that wrong syntactic rules were better detected than omissions, whereas lexicalization errors were seldom detected at all. On the whole, the level of children's expertise being taken into account, findings suggest that children's performances are not entirely linked with the rule-awareness of number-words formation, and that the main cue for children to decide whether right or wrong is rather phonetic regularity. If so, this could bring some arguments to the "specific-integrated" versus "abstract-modular" debate. (Contains 11 references and 4 tables of data.) (Author/RS)

ED 400 511

CS 012 621

White, Sheila Dewitz, Peter

Reading Proficiency and Home Support for Literacy.

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-814

Pub Date—Oct 96

Note—7p.

Journal Cit.—NAEP Facts; v2 n1 Oct 1996

Pub Type—Collected Works - Serials (022) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Involvement, *Family Role, Grade 4, Grade 8, Grade 12, *Literacy, Reading Ability, Reading Comprehension, Reading Research, *Reading Skills, *Student Needs, Student Surveys
Identifiers—*National Assessment of Educational Progress, *Support Systems

The 1994 NAEP (National Assessment of Educational Progress) reading assessment was administered to approximately 27,400 public and non-public school students at grades 4, 8, and 12. Across the 3 grades assessed, there were a total of 96 multiple-choice, 144 short constructed-response, and 33 extended constructed-response questions. Information for home support for reading was collected from students at all three grades. The number of different types of literacy materials in the home, the amount of home reading, and the opportunity to discuss reading are all related to reading proficiency. Significantly fewer 12th graders in 1994 than in 1992 reported having all 4 types of literacy material (magazines, newspapers, encyclopedias, and at least 25 books) in their homes. The other two grades surveyed did not report a change from 1992 to 1994. Since 4th, 8th, and 12th graders were sampled using the same techniques, data do not suggest an overall trend in the amount of literacy materials in the home. In 1994 12th-grade students also reported reading less for fun and having fewer literacy discussions with family and friends. This decline was not reported for 4th and 8th graders. (Contains 4 tables of data and 12 notes.) (NKA)

ED 400 512

CS 012 622

Jasmine, Julia

Teaching with Multiple Intelligences. Professional's Guide.

Report No.—ISBN-1-55734-882-0

Pub Date—96

Note—82p.

Available from—Teacher Created Materials, Inc., 6421 Industry Way, Westminster, CA 92683 (TCM822: \$8.95 plus shipping/handling).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Classroom Environment, Classroom Techniques, *Cognitive Style, Curriculum, Elementary Secondary Education, Evaluation Methods, *Learning Theories

Identifiers—Gardner (Howard), *Multiple Intelligences, Theoretical Orientation

Suggesting that the theory of multiple intelligences, based on the work of Howard Gardner, is one of the most important and promising developments in education, this booklet provides a look at the theory—what it is and how it differs from other

definitions of so-called learning styles—and at the implementations—which ones seem to be truly valuable and which are merely "trendy." The booklet notes that the use of the theory of multiple intelligences in education depends on the recognition of, and respect for, each learner's way, or ways, of learning, as well as each learner's special interests and talents. Sections of the booklet discuss the theory of Multiple Intelligences; becoming aware of multiple intelligences; teaching the intelligences; classroom environment; curriculum; teaching methods; assessment; questions people are asking; and a practical application. Addresses for 7 professional organizations and 30 references are attached. (RS)

ED 400 513

CS 012 623

Whipple, Michele

Unraveling a Web of Change: A Case Study of Factors Affecting the Self-Initiated Change of One Sixth Grade Language Arts Teacher.

Pub Date—Nov 95

Note—10p.; Paper presented at the Annual Meeting of the National Reading Conference (New Orleans, LA, November 29-December 2, 1995).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Change Agents, *Change Strategies, Decision Making, Ethnography, Grade 6, Intermediate Grades, *Language Arts, Naturalistic Observation
Identifiers—Social Connectedness, Teaching Research

A year-long naturalistic case study investigated teacher-initiated change efforts in language arts by examining the experiences and influences of a single sixth-grade teacher. The teacher was observed in multiple contexts (both in and out of her school), interacting with varying groups of individuals, not all of which were located within the district boundaries. Data included field notes with interpretive comments; audiotapes of class lessons and discussions; reflective pieces written by the teacher; classroom, school, and district documents; interviews with the focus teacher and other stakeholders (peers, administrators, parents, and children); and population data on the school and district. Results indicated that (1) the teacher never truly acted alone in either planning or implementation of her language arts changes; (2) teacher-initiated change efforts were non-linear due to the social nature of planning and implementing initiatives; (3) epistemological beliefs were dependent upon the results of experimentation with new methods and materials; (4) change in this context was a complex web of experiences and influences, not all of which were acknowledged by the teacher; (5) the self-initiated change efforts of the teacher were socially constructed; and (6) all stakeholders and information sources did not carry the same weight in the teacher's decision making and change planning. Findings suggest that change is a social process involving an interactive body of people, events, and feedback resulting from experiences. (Contains 12 references.) (RS)

ED 400 514

CS 012 624

Galda, Lee Pellegrini, Anthony D.

Friends Working with Friends: A Closer Look at the Social Context of Literacy Instruction. Instructional Resource No. 31.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—6p.

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, *Classroom Environment, *Cooperative Learning, Cultural Context, *Friendship, *Literacy, Primary Education, Reading Instruction, *Social Development, Social Influences, Writing Instruction

Identifiers—*Reflective Practice

This resource explores how mutual friendships and diversity of social contacts influence literacy learning (such as in reading and writing workshops) in the primary grades. The strengths of friends working together seem to be a function of the cycle of conflict, resolution, and reflection that occurs. This cognitive decentering and the metalanguage that accompanies it is also facilitated by diverse so-

cial contacts. Collaborative literacy learning experiences, with friends and with diverse others, support the reflective talk that promotes literacy learning. Contains 12 references. (Author/RS)

ED 400 515 CS 012 625

Weaver, Dera Stanulis, Randi Nevins
Teacher as Mentor, Teacher as Learner: Mentoring a First-Year Teacher in Middle School Language Arts. Instructional Resource No. 32. National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teacher Induction, *Beginning Teachers, Intermediate Grades, *Interprofessional Relationship, Junior High Schools, Language Arts, Learning Experience, *Mentors, Middle Schools, *Professional Development
Identifiers—*New Teachers

This instructional resource for classroom teachers and teacher educators who are actively involved in the development and enhancement of mentoring relationships between classroom professionals describes a mentoring relationship between an experienced teacher and a first-year teacher in middle school language arts. The resource outlines lessons learned in: (1) planning the learning experiences in mentoring; (2) letting the mentoring relationship evolve; and (3) "putting yourself out there" as a teacher and learner. Contains seven references. (RS)

ED 400 516 CS 012 626

Afflerbach, Peter Moni, Karen
Improving the Usefulness and Effectiveness of Reading Assessment. Instructional Resource No. 33.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—31p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Case Studies, Classroom Communication, Evaluation Methods, Grade 6, Intermediate Grades, *Reading Achievement, Reading Research, *Student Evaluation, Teacher Behavior, *Teacher Student Relationship
Identifiers—Educational Issues

There is considerable interest in reading assessment and the influence that reading assessment can have on what is taught and learned in school. However, little is known about how teachers, administrators, parents, and students communicate and understand reading assessment information. Lacking this knowledge, educators do not know what kinds of reading assessment are useful to teachers and students. A study investigated the communication of reading assessment information between teachers and students in a metropolitan elementary school. Reading assessment information encountered in a sixth-grade classroom was the focus, as well as the experiences and issues that emerged in the yearlong investigation of how the teacher and a student communicated and understood reading assessment information. Findings suggest that successful communication of reading assessment information is never guaranteed, and that careful work must be done to create a context in which students understand what is intended. Contains nine references. (Author/RS)

ED 400 517 CS 012 627

Carr, Martha
Teaching Children to Self-Regulate: A Resource for Teachers. Instructional Resource No. 34.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Elementary Education, *Learning Processes, Metacognition, *Self Motivation, Skill Development, *Student Motivation, Teacher Role

Identifiers—Self Monitoring, *Self Regulated Learning

Self-regulated learning is defined as the ability of a child to learn independently of a teacher or parent. Self-regulated learners require knowledge of a topic, basic skills for learning, and motivation. Self-regulated learners distinguish themselves from other learners in that they are aware of themselves as learners and have an awareness of the learning process. Teachers are encouraged to help students develop basic skills, motivation, and knowledge while encouraging them to reflect on their own knowledge and use of skills. (Contains 21 references.) (Author/RS)

ED 400 518 CS 012 628

Tomlinson, Louise M.
Teachers' Applications of Banks' Typology of Ethnic Identity Development and Curriculum Goals to Story Content and Classroom Discussion: Phase Two. Instructional Resource No. 35.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—29p.; For Phase One, see CS 012 482.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Childrens Literature, Classroom Environment, Classroom Techniques, Cultural Background, Discussion (Teaching Technique), Elementary Education, Ethnic Groups, *Ethnicity, Lesson Plans, *Literacy, *Multicultural Education, Theory Practice Relationship, Writing Assignments

Identifiers—Identity (Psychological)

This instructional resource presents ways in which teachers participating in a lesson bank exchange program for an ongoing research project have applied J. A. Banks' typology of ethnic identity development and related curriculum goals to literacy instruction. Banks' definitions of the stages of development and the curriculum goals for each stage are provided. Strategies for engaging students in the process of developing multicultural literacy through the use of relevant content and classroom discussion are provided in samples of lesson plans designed by participating teachers. The purpose of the instructional resource is to provide concrete examples of instructional material and the facilitation of classroom discussion and activity that is relevant to critical issues of ethnic identity development as they relate to multicultural competence and the development of multicultural literacy. Contains four figures. (Author/RS)

ED 400 519 CS 012 629

Flood, James And Others
Literature Discussion Groups: Guidelines for Moderators—A Book Club Approach. Instructional Resource No. 36.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Literature, Childrens Literature, Classroom Techniques, *Discussion (Teaching Technique), *Discussion Groups, Elementary Secondary Education, *Fiction, Group Discussion, *Literature Appreciation, Reading Material Selection

Identifiers—*Book Clubs

The purpose of this instructional resource is to provide guidelines for conducting literature discussion groups using a book club approach. The procedures and guidelines that are presented in the resource are the result of 4 years of research related to book clubs. The guidelines and procedures in the resource include information about the roles of participants, the amount of time spent on each task, and the reading materials that are used. (Author/RS)

ED 400 520 CS 012 630

Baumann, Nancy And Others
Reading Challenge: The Transition from Picture Books to Chapter Books. Instructional Resource No. 37.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—6p.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, *Fiction, Grade 3, *Picture Books, Primary Education, Program Descriptions, Program Effectiveness, *Reading Material Selection, Reading Programs
The Reading Challenge project was designed to help students make the transition from picture books to reading and choosing age-appropriate chapter books for recreational reading. This project was conducted throughout the school year with students rotating through different chapter books, usually completing 2 books and related activities each quarter. Based on student and parent surveys and discussions and teacher observations, the Reading Challenge project is successful. While this project was implemented with third-grade students, Reading Challenge is adaptable to different grade and ability levels. (A 24-item book list and a 22-item related picture book list are attached.) (Author/RS)

ED 400 521 CS 012 631

McKenna, Michael C. And Others
Using Electronic Storybooks with Beginning Readers. Instructional Resource No. 39.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—6p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, *Childrens Literature, Classroom Techniques, Educational Trends, Elementary Education, *Emergent Literacy, *Instructional Innovation, Reading Instruction, *Reading Material Selection
Identifiers—*Electronic Books

The increasing number of computerized storybooks now commercially available to teachers raises important questions about appropriate ways to make use of them in classrooms. This instructional resource offers suggestions that will help classroom teachers effectively incorporate these powerful resources into their instruction. It also summarizes research evidence about how electronic storybooks affect students' literacy development, and it offers a glimpse at future developments educators can expect, especially a growing role in the literacy acquisition of children. (Author/RS)

ED 400 522 CS 012 632

Anderson, Emily And Others
The Influence of Embedded Word-Study Instruction, Social Context, and Motivation of Children's Independent Reading and Writing: A Case Study of 3 First-Graders. Reading Research Report No. 65.

National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—40p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Beginning Reading, Case Studies, *Classroom Environment, *Decoding (Reading), Grade 1, Holistic Approach, *Instructional Effectiveness, Low Achievement, Primary Education, Qualitative Research, Reading Research, Social Influences, Spelling, Writing Research
Identifiers—*Embedding (Grammar), Word Knowledge

A qualitative study followed slow-progress students as they engaged in embedded word studies in

their classroom-based literacy activities. Issues addressed were: (1) the ways embedded word studies promoted slower-progress students' word knowledge; (2) how developing word knowledge influenced these students' reading and writing attempts; and (3) effects of the social context on beginning readers' strategies and motivation to gain word knowledge. Participants included a Caucasian male, an African-American male, an African-American female, and their teacher in an eastern United States public school. Open and axial coding was performed on field notes (including interviews), running records, and students' writing samples to find recurring patterns. Instruction successfully promoted the case-study students' individual progress. Social context was a means to enhance students' involvement that increased strategy use. Findings support the view that word studies can be embedded within a holistic literacy setting in ways that result in gains in spelling and decoding competence. (Contains 40 references and 9 figures of data.) (Author/RS)

ED 400 523 CS 012 633

Guthrie, John T. And Others

Does Concept-Oriented Reading Instruction Increase Motivation, Strategies, and Conceptual Learning? Reading Research Report No. 66. National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—54p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Education, Grade 3, Grade 5, *Instructional Effectiveness, *Language Arts, *Reading Instruction, *Reading Motivation, *Reading Research, *Reading Strategies, *Science Instruction

Identifiers—*Concept Oriented Reading Instruction

The aims of concept-oriented reading instruction (CORI) are to increase motivation, strategies, and conceptual learning. To attain these aims, CORI classrooms are: conceptually oriented, observational, collaborative, and personalized, emphasizing strategies of searching, comprehending, integrating, and composing for audiences of peers. Two quasi-experimental studies compared CORI in language arts and science in grades 3 and 5 to traditional instruction on two performance assessments. In study 1, CORI students from three schools were higher in literacy engagement, conceptual learning, and conceptual transfer than traditional students, controlling three background variables. In multiple regressions, the variables of instruction, literacy engagement, and student background accounted for approximately 50% of the variance in conceptual learning. In study 2, CORI students were higher than traditional students in measures of literacy (reading and writing combined), language use, science, and social studies, but not in math, which was not taught in CORI. These experimental findings suggest that the principles of integrated teaching in CORI are responsible for increased literacy engagement and conceptual understanding in language arts and science. (Contains 49 references, and 7 tables and 5 figures of data.) (Author/RS)

ED 400 524 CS 012 634

Hoffman, James V. And Others

Literature-Based Reading Instruction: Problems, Possibilities, and Polemics in the Struggle To Change. Reading Research Report No. 67. National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—29p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Research, Educational Change, Longitudinal Studies, Primary Education, *Reading Instruction, Reading Material Selection, Reading Research, *Reading Skills, *Reading Strategies, *Whole Language Approach. Concerns are being raised in both professional literature as well as in the popular press regarding certain aspects of the literature-based movement. A longitudinal study investigated a group of first-

grade teachers who have been attempting (with varying degrees of success) to introduce literature-based teaching strategies into their classrooms. The experiences of these teachers were inspected in relation to four areas of concern that have been raised regarding literature-based teaching: (1) skills instruction; (2) guided reading strategies; (3) literature selection; and (4) thematic teaching (or curriculum integration). Results indicated that the teachers varied considerably in their instruction as they wrestled with the issue of how best to guide students toward appropriate practice and success with texts that were uncontrolled in terms of vocabulary. Findings provide support for both sides of an increasingly polarized and strident debate over the merits of literature-based teaching. Contains 29 references. (Author/RS)

ED 400 525 CS 012 635

VanSledright, Bruce A. Kelly, Christine

Reading American History: How Do Multiple Text Sources Influence Historical Learning in Fifth Grade? Reading Research Report No. 68. National Reading Research Center, Athens, GA.; National Reading Research Center, College Park, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—117A20007

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Research, *Content Area Reading, Grade 5, *History Instruction, Intermediate Grades, Reader Text Relationship, Reading Interests, Reading Research, *Supplementary Reading Materials, *Textbooks, *United States History

Over the past 10 years, traditional elementary history textbooks have been criticized by a number of reviewers. In part as a result, some fifth-grade teachers, many of whom have students who are learning chronological U.S. history for the first time, have begun to augment these textbooks with biographies, historical fiction, literature-based historical accounts, and other alternative history texts, providing multiple sources to their students for learning about that history. A study assessed the history reading opportunities provided in a fifth-grade classroom, and then (1) questioned six students from that class about their reading interests with respect to the various texts; (2) explored how the six distinguished among the texts as sources of historical context; and (3) studied the ways in which the multiple sources influenced the development of their critical reading capacities and historical understanding. Six major themes emerged from the data. These themes are discussed in relationship to their implications for learning to become engaged, critical readers of U.S. history and for what they might say about developing enhanced levels of historical understanding. Contains 38 references, 7 notes, and a figure. A 16-item sample of history texts available to students and think-aloud protocol texts are attached. (Author/RS)

ED 400 526 CS 012 636

Futzel, Karen E.

Principles of Whole Language and Implications for ESL Learners.

Pub Date—95

Note—10p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, Classroom Environment, *Classroom Techniques, Elementary Education, *English (Second Language), Language Experience Approach, Portfolios (Background Materials), *Theory Practice Relationship, *Whole Language Approach

Identifiers—Meaningfulness

Whole language is an approach to, or attitude toward learning that sees language as a whole entity, and writing, speaking, reading, and listening should be integrated when learned. It is not a teaching method. Each whole language teacher implements the theories of whole language as he or she sees fit for a particular class. Whole language techniques help both children and adults learn a second language much in the same way they learned their first languages. Whole language activities in the elementary whole language classroom include individual and small group reading and writing activities, ungraded dialogue journals, writing portfolios, writing conferences, and student-made books. Much re-

search also demonstrates the effectiveness of the whole language approach in adult ESL classrooms. The whole language approach is an attractive approach to adults for several reasons: adults respond well to a classroom environment that asks them to actually do something; adults look for a purpose or usefulness in a lesson; whole language activities are applicable to daily life; and the materials used in whole language are authentic, not contrived for the lesson. While no approach to teaching is foolproof, the whole language approach has successfully created readers, writers, and language users in a variety of classroom environments. (Contains 12 references.) (RS)

ED 400 527

Greaney, Vincent, Ed.

Promoting Reading in Developing Countries.

International Reading Association, Newark, Del.

Report No.—ISBN-0-87207-239-8

Pub Date—96

Note—225p.

Available from—Order Department, International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (Book No. 239; \$13.95 members, \$20.95 nonmembers).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Children's Literature, *Developing Nations, Foreign Countries, Independent Reading, Library Development, *Literacy, Publishing Industry, *Reading Materials, *Social Problems, Textbooks

Identifiers—International Assn Evaluation Educ Achievement, Literacy Campaigns, *Reading Incentive Programs

With the intention of illuminating the many obstacles involved with literacy promotion in the developing nations of Africa, Asia, and South America, the authors of the 10 articles in this collection share their knowledge and experience of literacy promotion in the developing world—including the unique challenges faced by those who publish, print, and distribute reading materials with limited support and resources. The articles also offer suggestions and solutions for increasing the developing world's access to quality indigenous reading materials. Following an introduction, the articles and their authors are: (1) "Reading in Developing Countries: Problems and Issues" (Vincent Greaney); (2) "Lifting Literacy Levels in Developing Countries: Some Implications from an IEA Study" (Warwick B. Elley); (3) "Research Foundations to Support Wide Reading" (Richard C. Anderson); (4) "Textbooks in Developing Countries" (Joao Oliveira); (5) "Developing Local Publishing Capacity for Children's Literature" (Tony Read); (6) "Promoting Independent Reading: Venezuelan and Colombian Experience" (Nelson Rodriguez-Trujillo); (7) "Promoting Children's Book Publishing in Anglophone Africa" (Scott Walter); (8) "Using Book Floods to Raise Literacy Levels in Developing Countries" (Warwick B. Elley); (9) "Donated Book Programs: An Interim Measure" (Rosamaria Durand and Suzanne M. Dechy); and (10) "Libraries and Literacy in Developing Countries" (Rebecca Knuth and others). (NKA)

ED 400 528 CS 012 640

Libraries & Reading: Indispensable Partners.

Middle Grades Reading Network, Evansville, IN.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—[96]

Note—30p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Elementary Secondary Education, Futures (of Society), *Library Collection Development, *Library Collections, *Library Role, Library Standards, Middle Schools, *Reading, Reading Improvement

Identifiers—*Indiana

Attention to school libraries must be at the heart of any comprehensive plan for improving youth literacy. Excellent school libraries are essential if young people are to have access to the reading resources to help them gain the level of literacy achievement vital to meeting the challenge of the twenty-first century. Sections of the booklet discuss facing the challenge of the twenty-first century; the role of school libraries; the "sad state" of school libraries in Indiana; how much should be spent on books for middle grades school libraries; how long

it will take to rebuild school library book collections; what needs to be done now to make a commitment to school libraries; and school libraries and young Hoosiers. Contains eight references and the Reading Bill of Rights for Indiana's Young Adolescents. Appendixes present a library books inventory form, a chart indicating library inventory by copyright date, a library endowment plan, and a form for a library media center monthly report. (RS)

ED 400 529 CS 012 641
Indiana Practitioners' List of Young Adolescent Books.

Middle Grades Reading Network, Evansville, IN. Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date—[96]

Note—6p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, *Early Adolescents, Higher Education, Intermediate Grades, Junior High Schools, Middle Schools, Reading Materials, Reading Material Selection
Identifiers—Book Availability, *Indiana, Middle School Students

This pamphlet lists authors and titles of a collection of 554 young adolescent books presented to 40 Indiana colleges and universities. Books in the collection listed in the pamphlet were chosen by librarians, consultants, and teachers from five Indiana middle schools. A chart listing contact persons and the location (curriculum center in education building, curriculum center in college library, or children's and/or young adults' literature collection in college library) of the collection for each of the 40 colleges or universities is attached. (RS)

ED 400 530 CS 012 643
Sensenbaugh, Roger

Phonemic Awareness: An Important Early Step in Learning To Read. ERIC Digest.

ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-13

Pub Date—96

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, Elementary Education, *Oral Language, *Reading Instruction, Reading Skills, Teaching Methods, Whole Language Approach

Identifiers—Educational Issues, ERIC Digests, *Phonemic Awareness, *Phonological Awareness

This digest discusses the concept of "phonemic/phonological awareness"—the awareness that spoken language is made up of discrete sounds. The digest also discusses why this concept is so important to early childhood educators, its relation to the debate on the best type of reading instruction, and teaching methods that may help children in developing such an awareness. Contains 11 references. (RS)

ED 400 531 CS 012 646
Mullis, Ina V. S. And Others

Executive Summary of the NAEP 1992 Reading Report Card for the Nation and the States. Data from the National and Trial State Assessments.

Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-041942-5; NAEP-23-ST08

Pub Date—Sep 93

Note—46p.; For the complete report summarized here, see ED 369 067.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Assessment, Elementary

Secondary Education, Grade 4, Grade 8, Grade 12, *Reading Ability, *Reading Achievement, Reading Instruction, Reading Research, Sex Differences, Teacher Behavior

Identifiers—*National Assessment of Educational Progress

The National Assessment of Educational Progress' (NAEP) 1992 reading assessment was administered to nationally representative samples of fourth-, eighth-, and twelfth-grade students attending public and private schools, and to state representative public-school samples of fourth graders in 43 jurisdictions. Nearly 140,000 students were assessed in all. Data were summarized on the NAEP reading proficiency scale ranging from 0 to 500, and results were reported according to three achievement levels at each grade—basic, proficient, and advanced. Major findings were that: (1) 59% of the fourth graders, 69% of eighth graders, and 75% of twelfth graders reached the basic level or beyond; (2) 25%, 28%, and 37% of grades 4, 8, and 12 students met or exceeded the proficient level, respectively; (3) from 2% to 4% of students at any of the grade levels achieved the "advanced" performance level; (4) fourth graders within the basic level generally understood simple narratives; (5) eighth graders reading within the basic level demonstrated literal understanding of passages; (6) twelfth graders within the basic level were able to interpret aspects of the passages they read and make connections between their reading and their own knowledge; (7) students attending private schools had higher average reading proficiency than students at public schools; (8) considerable variation in performance existed within and across participating states; (9) females had higher average reading proficiency than males at all three grade levels; and (10) fourth graders appeared to be learning reading through varied instructional approaches. (Contains 19 tables and 3 figures of data.) (RS)

ED 400 532 CS 215 483

Gilles, Roger

Sophistic Synthesis in JFK Assassination Rhetoric.

Pub Date—Apr 93

Note—24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, April 1-3, 1993).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150) — Historical Materials (060)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, Historiography, Popular Culture, *Presidents of the United States, *Rhetorical Criticism, *Rhetorical Theory, *United States History

Identifiers—1960s, *Assassinations, Classical Rhetoric, Garrison (Jim), *Kennedy (John F), Rhetorical Stance, Social Needs

The rhetoric surrounding the assassination of John F. Kennedy offers a unique testing ground for theories about the construction of knowledge in society. One dilemma, however, is the lack of academic theorizing about the assassination. The Kennedy assassination has been left almost exclusively in the hands of "nonhistorians," i.e., politicians, filmmakers, and novelists. Their struggle to reach consensus is an opportunity to consider recent issues in rhetorical theory, issues of knowledge and belief, argument and narrative, history and myth. In "Rereading the Sophists: Classical Rhetoric Refigured," Susan C. Jarratt uses the sophists and their focus on "nomos" to propose "an alternative analytic to the mythos/logos antithesis" characteristic of more Aristotelian forms of rhetorical analysis. Two basic features of sophistic historiography interest Jarratt: (1) the use of narrative structures along with or opposed to argumentative structures; and (2) the rhetorical focus on history to creative broad cultural meaning in the present rather than irrefutable fact about the past. Jarratt's book lends itself to a 2-part reading of Jim Garrison's "On the Trail of the Assassins"—a rational or Aristotelian reading and a nomos-driven or myth-making reading. Garrison's first chapters are almost completely devoted to the appeal of ethos—his portrayal of himself as a loyal American—but the bulk of the book presents evidence that Garrison collected in the 1960s. Still, his persuasive power comes also from its narrative form, its story of Garrison's 8-year investigation of the assassination. (Contains 23 references.) (TB)

ED 400 533 CS 215 484

Weiss, William

Toward a Kiva for the Classroom.

Pub Date—Mar 96

Note—68p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Classroom Environment, Higher Education, *High Risk Students, High Schools, Models, *Student Empowerment, *Teacher Role, *Urban Education, *Writing Instruction

Identifiers—California (San Francisco Bay Area), Freire (Paulo), *Kiva, Student Led Activities

If students are treated like the fully human beings that they are and facilitate a process wherein they come to realize themselves as integral and empowered members of a living community, then no matter what is being taught, students will respond positively. A composition instructor serving at-risk urban youth in inner-urban Oakland and San Francisco (California) combines Paulo Freire's pedagogy to teach and empower, a "kiva" model for the classroom, and "an attitude." A kiva, in Native American society, is a circular holy place where the young are initiated by elders into the mysteries. The kiva is a way to structurally integrate the idea of community across culture and across time into the very form of the classroom itself. Students in various classes decided the direction the classes would take and created their own canons of primary and secondary sources. The instructor first used a kiva with high school age students to reinforce the autonomy, empowerment, and critical thinking achieved using Freirian pedagogy. The instructor also used the kiva model to teach composition and contemporary social issues during a 5-week summer session at the National Hispanic University. The kiva model was also used at the San Francisco Conservation Corps, a nationwide work-learn program for at-risk urban youth between the ages of 18 and 23. The students decided on the physical arrangement of the room, and that the reading list would incorporate shorter works of all kinds gathered by the students themselves. (Contains 19 references.) (RS)

ED 400 534 CS 215 506

Kowitz, Steve

In the Palm of Your Hand: The Poet's Portable Workshop.

Report No.—ISBN-0-88448-149-2

Pub Date—95

Note—288p.

Available from—Tilbury House, Publishers, 132 Water Street, Gardiner, ME 04345 (\$14.95).

Pub Type—Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—*Creative Writing, Higher Education, *Language Rhythm, *Poetry, *Poets, *Writing (Composition), Writing for Publication, *Writing Processes, Writing Workshops

Identifiers—*Authorship, Personal Writing, Poetics
This book offers guidance for poets at every stage of development. It is a book about a person's shaping his or her memory and passions, pleasures, obsessions, dreams, secrets, and sorrows into poems. The book contains chapters on the language and music of poetry, the art of revision, traditional and experimental techniques, and how to get poetry started, perfected, and published. It also contains model poems by many of the best contemporary poets, illuminating discussion on craft, and detailed suggestions for writing dozens of personal poems about the deepest and most passionate concerns. The product of a practicing poet who also teaches in a university, the book can be used in class, in a workshop setting, and independently at home. (NKA)

ED 400 535 CS 215 507

Pettit, Michael, Ed.

The Writing Path 2: Poetry and Prose from Writers' Conferences.

Report No.—ISBN-0-87745-548-1

Pub Date—96

Note—297p.

Available from—University of Iowa Press, Iowa City, IA 52242 (paperback: ISBN-0-87745-548-1, \$14.95; clothbound: ISBN-0-87745-552-X, \$32.95).

Pub Type—Creative Works (030) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Creative Writing, Higher Education, *Poetry, *Prose, Student Development, *Writing (Composition), *Writing Processes, *Writing Workshops

Identifiers—*Authorship, Professional Writing, *Writing Conferences

With selections from both teachers and students from writers conferences, festivals, and workshops, this anthology brings together a group of "seasoned and fresh writers" for readers/students to savor. The anthology points out that each summer writers conferences are held at Mount Holyoke, Bread Loaf, Sewanee, Iowa City, Port Townsend, and many other places, where the teaching faculty is composed of distinguished poets, fiction writers, and writers of nonfiction prose who have gained a wide readership and the students are generally promising beginners and emerging professionals. Some of the new voices in the anthology have already been published in prestigious magazines, such as "The New Yorker," "Poetry," and "Paris Review." The anthology contains more than 75 short selections from 31 authors. (NKA)

ED 400 536 CS 215 508

Milligan, Bryce, Ed. *And Others*

Daughters of the Fifth Sun: A Collection of Latina Fiction and Poetry.

Report No.—ISBN-1-57322-561-4

Pub Date—95

Note—302p.; Foreword by Maria Hinojosa.

Available from—Riverhead Books, The Berkley Publishing Group, 200 Madison Avenue, New York, NY 10016 (\$13).

Pub Type—Collected Works - General (020) - Creative Works (030) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Authors, *Females, Feminism, Hispanic American Culture, *Hispanic American Literature, Multicultural Education, *Poetry, *Short Stories, *Twentieth Century Literature. Identifiers—Chicanas, Chicano Literature, Ethnic Literature, Latin America, *Latinas, Literature in Translation, Women in Literature.

This anthology of contemporary fiction and poetry by Hispanic American women writers contains material ranging from national award winners to emerging talents. Noting that until recently 20th-century academic literary criticism described ethnic American literature as parochial and politically driven, the anthology's introduction discusses how the advent of "multiculturalism" as an accepted tenet of American educational philosophy has allowed ethnic literature to enter the mainstream. The anthology points out that the diverse identity of all Latinas finds its unity in creativity. The anthology contains 17 short stories and numerous poems by 32 female writers, among them Lorna Dee Cervantes, Gloria Anzaldua, Sandra Cisneros, Cherrie Moraga, Eneida Casarez Vasquez, Evangelina Vigil-Pinon, Alma Luz Villanueva, Cecile Pineda, and Margarita Engle. Some of the selections in the anthology were originally written in Spanish and translated, others were written in English. Some of the authors who appear in the anthology are originally from other countries, some are native-born Americans. Notes on all the contributors conclude the anthology. (NKA)

ED 400 537 CS 215 510

Guiley, Rosemary Ellen

Career Opportunities for Writers, Third Edition.

Report No.—ISBN-0-8160-3204-1

Pub Date—95

Note—243p.

Available from—Facts on File, Inc., 460 Park Avenue South, New York, NY 10016 (\$16.95).

Pub Type—Guides - Non-Classroom (055) - Reference Materials (130) - Books (010)

Document Not Available from EDRS.

Descriptors—*Career Choice, Career Planning, Experiential Learning, *Expository Writing, Higher Education, Professional Training, *Technical Writing, *Writing for Publication.

Identifiers—*Authorship, *Professional Writing.

This book can help those who wish to get ahead in the writing field to chart a course for success. The book outlines job prospects, including new ones relating to computer technology and the "information superhighway," along with completely updated sections on salary and opportunities for advancement. Information is provided about more than 100 entry-level and middle-level positions in writing careers in media, book publishing, arts and entertainment, business and public relations, adver-

tising, the federal government, the education field, and freelance services and self-publishing. For each career described, the book offers a quick reference "career profile," presenting an overview of the job (duties, alternate titles, salary range, education and experience required, employment and advancement prospects and prerequisites), and "career ladder," illustrating frequent routes to and from the position described. Appendixes contain listings of major trade periodicals, professional, industry and trade associations and unions, and relevant educational institutions. (NKA)

ED 400 538 CS 215 511

Eckler, Ross

Making the Alphabet Dance: Recreational Wordplay.

Report No.—ISBN-0-312-14032-0

Pub Date—96

Note—296p.

Available from—St. Martin's Press, 175 Fifth Avenue, New York, NY 10010 (\$23.95).

Pub Type—Opinion Papers (120) - Books (010)

Document Not Available from EDRS.

Descriptors—*Educational Games, *English, *Letters (Alphabet), Linguistics, *Recreational Activities, *Spelling, Word Study Skills

Identifiers—*Word Games

From showing readers the longest words in common usage (22 letters—counterrevolutionaries, deinstitutionalization), to providing readers with a list of words in which all 5 vowels must appear in alphabetical order (abstemious, facetious), to discovering the name in an American phone book where the most letters of the alphabet are used without repetition (Melvin Schwarzkopf), this book encompasses a study of letterplay. The collection of games and puzzles that has stumped word lovers for decades includes an array of alphabetical mind-benders and conundrums. The intricacies of letterplay are illustrated with hundreds of examples: acrostics, palindromes, anagrams, lipograms, word squares, homonyms, word worms, and isograms. Additionally, the book reveals how computers have been used effectively to investigate complex word problems with seemingly impossible solutions. Using diagrams and illustrations, the book organizes the topic of letterplay, describing what has been found, and what has not, introducing readers to material previously unpublished in book form. (NKA)

ED 400 539 CS 215 512

Lundell, Dana Britt

Beginning the Conversation (Electronically): Graduate Students Bridging Theory and Practice in Basic Writing.

Pub Date—Mar 96

Note—11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-31, 1996).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Writing, *Electronic Mail, Graduate Students, Higher Education, *Teacher Student Relationship, *Teaching Assistants, Writing Skills, Writing Teachers

Identifiers—*Academic Community, *Academic Discourse, Basic Writers, University of Minnesota

Like most composition courses at large state universities, basic writing classes at the University of Minnesota are primarily taught by graduate teaching students. Graduate students and basic writers share a similar position in the university, sitting on the boundaries of the scholarly communities in which they eventually hope to participate. As professionals entering the conversation in composition, graduate students can offer a unique perspective from their own positions as bridges for basic writers learning to negotiate discourse boundaries. Much of the theory influential to the current understanding of basic writing has focused on the role composition teachers play in helping students make this transition from outsider to insider status as readers, writers, and speakers. In a course for graduate students on the theory and practice of basic writing, all electronic discussions (400 pages worth) were saved and studied to find threads in the conversations which could help to give a better picture of how grad students perceive their roles in the university. The issue of identity was introduced by correspondents early on, as was a sense of the difficulties that basic writers and graduate students face as they try to

enter the university. It seems that graduate students and basic writers are asking the same question: To be or not to be an academic writer? (Contains 21 references.) (CR)

ED 400 540 CS 215 513

Fox, Helen

"And Never the Twain Shall Meet": International Students Writing for a U.S. University Audience.

Pub Date—Mar 96

Note—7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Comparative Analysis, Cultural Awareness, *Cultural Context, *Cultural Differences, Cultural Traits, Culture Conflict, Foreign Students, Higher Education, *Intercultural Communication, *Writing (Composition), Writing Instruction

Identifiers—Communication Behavior, *Communication Styles, *Writing Contexts

The western intellectual tradition promotes a unique style of thinking and writing that cannot readily embrace other ways of understanding human experience and communicating about it. Three fundamental differences in the ways east and west approach oral and written communication and the thinking that lies behind it are: first, a preference for indirect versus direct forms of discourse; second, promoting the goals of the group versus those of the individual; and third, valuing ancient knowledge and wisdom versus valuing novelty and the peculiar kind of creativity that comes from the idea of an independent mind. These non-western traditions are based on deeper assumptions of how society should work, directly at odds with those of many American university instructors. To transcend the boundary between western and world majority communication and thinking styles, instructors would have to agree or be convinced, for instance, that maintaining group solidarity or harmony is more important than being yourself, that tradition is more meaningful than history, and that the students' role is to thoroughly internalize what others have done rather than to critically question their own assumptions or the words of their teachers and texts. Understanding how a Quaker meeting for business functions, with its sense of the meeting as a collective process, can perhaps illuminate how members of non-western cultures can find the U.S. university's conception of thinking powerful but narrow. (Includes 10 notes.) (CR)

ED 400 541 CS 215 514

Jones, Linda

A "Health Appraisal" of Student Newspapers in the Chicago Public Schools.

Pub Date—Aug 96

Note—37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).

Pub Type—Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Behavior, Censorship, *Freedom of Speech, High Schools, Journalism Research, Principals, *Public Schools, *School Newspapers, School Surveys, *Student Publications, *Student Rights

Identifiers—*Adviser Role, *Chicago Public Schools IL, First Amendment, Illinois (Chicago), Scholastic Journalism

A study examined the health of school newspapers in the Chicago Public Schools, one of the most troubled school districts in the nation. Surveys were completed by advisers at 70 of the 88 public or private high schools in the city of Chicago, Illinois. Results indicated that (1) almost 1 adviser in 5 reported that the school's principal read the paper before it went to press, or had decided that a particular story or editorial could not run; (2) more than 9 of 10 advisers spent a great deal of time teaching writing; (3) advisers reported that students practiced self-censorship; (4) gender, race, advising experience, and the presence of a journalism degree were not indicators of advisers censoring or allowing censorship; (5) nearly half of all advisers never considered advising the school paper until asked to do it; (6) the staffs produced an average of 6 issues per year; and (7) at more than half of the public schools, students were limited to writing stories and

taking photos. Findings suggest that newspapers in the public schools fall short of guidelines proposed by the Freedom Forum: school newspapers should be allowed to exercise their First Amendment rights responsibly; students should receive clear instruction on the rights and responsibilities of free expression; media outlets should provide vigorous moral and material support for advisers and school newspapers; advisers should be well trained; and newspapers should publish at least monthly. (Contains 4 tables, 18 notes, and a 14-item bibliography. The survey instrument is attached.) (Author/RS)

ED 400 542 CS 215 515

Starr, Al

Teaching in a Two-Year College: Endless Possibilities.

Pub Date—Mar 96

Note—10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College School Cooperation, Creative Writing, Curriculum Development, English Curriculum, *English Instruction, High Schools, *Instructional Innovation, Postsecondary Education, *Program Development, *School Community Relationship, Teacher Role, *Two Year Colleges

Identifiers—Baltimore County Public Schools MD, *Essex Community College MD

Teaching at Essex Community College in Maryland has offered several English instructors endless possibilities for program development. Two such public programs developed by one instructor are "The Why of Sports" and the Creative Writing Forum. The former involved six programs and an art exhibit showing the connections between sports and the humanities and arts, and the latter is an annual 2-day event including a public reading by a nationally known writer and a series of workshops by local creative writers for selected high school and community college students and teachers. The former program was funded by the college. The latter project was rotated between Essex and 2 other schools, with a steering committee chosen from the 3 community colleges and representatives from Baltimore County (Maryland) schools. Each year each of the 23 county high schools chooses 3 student representatives to participate. Over the 10 years the Forum has existed, the featured writers have done a wonderful job working with the students. (CR)

ED 400 543 CS 215 516

Mortensen, Peter, Ed. Kirsch, Gesa E., Ed.

Ethics and Representation in Qualitative Studies of Literacy.

National Council of Teachers of English, Urbana, Ill.

Report No.—ISBN-0-8141-1596-9

Pub Date—96

Note—347p.; With a collaborative foreword led by Andrea A. Lunsford and an afterword by Ruth E. Ray.

Available from—National Council of Teachers of English, 1111 W. Kenyon Road, Urbana, IL 61801-1096 (Stock No. 15969: \$21.95 members, \$28.95 nonmembers).

Pub Type—Collected Works - General (020)—Reports - Descriptive (141)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Case Studies, Elementary Secondary Education, *Ethics, *Ethnography, Higher Education, Participant Observation, *Qualitative Research, *Research Methodology, Research Problems, Social Influences, *Writing Research Identifiers—Researcher Role

Reflecting on the practice of qualitative literacy research, this book presents 14 essays that address the most pressing questions faced by qualitative researchers today: how to represent others and themselves in research narratives; how to address ethical dilemmas in research-participant relations; and how to deal with various rhetorical, institutional, and historical constraints on research. After a foreword ("Considering Research Methods in Composition and Rhetoric" by Andrea A. Lunsford and others) and an introduction ("Reflections on Methodology in Literacy Studies" by the editors), essays in the book are (1) "Seduction and Betrayal in Qualitative Research" (Thomas Newkirk); (2) "Still-Life: Representations and Silences in the Participant-Obs-

server Role" (Brenda Jo Brueggemann); (3) "Dealing with the Data: Ethical Issues in Case Study Research" (Cheri L. Williams); (4) "Everything's Negotiable: Collaboration and Conflict in Composition Research" (Russell K. Durst and Sherry Cook Stanforth); (5) "Dilemmas of Fidelity: Qualitative Research in the Classroom" (Helen Dale); (6) "Ethnography and the Problem of the 'Other'" (Patricia A. Sullivan); (7) "Turning in upon Ourselves: Positionality, Subjectivity, and Reflexivity in Case Study and Ethnographic Research" (Elizabeth Chiseri-Strater); (8) "Constructing Voices in Writing Research: Developing Participatory Approaches to Situated Inquiry" (Ann M. Blakeslee and others); (9) "A Text for Many Voices: Representing Diversity in Reports of Naturalistic Research" (Lucille Parkinson McCarthy and Stephen M. Fishman); (10) "Culture on the Page: Experience, Rhetoric, and Aesthetics in Ethnographic Writing" (Bonnie S. Sunstein); (11) "Engendering Ethnography: Insights from the Feminist Critique of Postmodern Anthropology" (Roxanne D. Mountford); (12) "Writing, Rap, and Representation: Problematic Links between Texts and Experience" (Jabari Mahiri); (13) "Social and Institutional Power Relationships in Studies of Workplace Writing" (Jennie Dautermann); and (14) "Ethics, Institutional Review Boards, and the Involvement of Human Participants in Composition Research" (Paul V. Anderson). An afterword ("Ethics and Representation in Teacher Research" by Ruth E. Ray) is attached. Each chapter contains references. (RS)

ED 400 544

McCarthy, Tara

Teaching Genre: Explore 9 Types of Literature To Develop Lifelong Readers and Writers.

Report No.—ISBN-0-590-60345-0

Pub Date—96

Note—111p.

Available from—Scholastic Inc., 2931 East McCarthy Street, Jefferson City, MO 65102 (\$14.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *Childrens Literature, *Class Activities, Classroom Techniques, Fiction, Intermediate Grades, Junior High Schools, *Learning Activities, *Literary Genres, Literature Appreciation, Middle Schools, Nonfiction, Reader Response

Identifiers—*Genre Approach, Genre Studies, Response to Literature

This book, intended for teachers of grades 4-8, is organized into 9 units with distinct genres or subgenres of literature. Each of the units begins with an overview for the teacher summarizing the essential characteristics of the genre, followed by pre-reading activities to help students recall and organize their previous reading, followed by a reading and responding section. The units also include a section on responding options, with reproducible response guides, and a synthesizing and applying section, which suggests on-going, multi-modal activities. The book offers "highlights" for teachers, which include the reproducibles, a range of activities from easy to challenging, provisions for group or individual activities, and an annotated bibliography, divided into genres also. Chapters cover: (1) poetry; (2) biography; (3) autobiography; (4) reports of information; (5) realistic fiction in a modern setting; (6) historical fiction; (7) folk literature; (8) mystery; and (9) modern fantasy and science fiction. The book offers guidelines which may be used in the sequence suggested, organized into the teacher's own choice for sequence, or units may be used for special curricular needs. (CR)

ED 400 545

Halverson, Jim

Grammar Works! 15 Reproducible Skills Lessons That Teach Essential Grammar Rules.

Report No.—ISBN-0-590-60420-1

Pub Date—96

Note—128p.

Available from—Scholastic Inc., 2931 East McCarthy Street, Jefferson City, MO 65102 (\$14.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Educational Games, *Grammar, Intermediate Grades, Junior High Schools, Lesson Plans, Middle Schools, *Punctuation, Sentence Structure, Skill Development, Tenses (Grammar), Verbs, *Writing Skills

Identifiers—*Rule Learning

Drawing on a program used successfully in the classroom for 20 years, this book presents 15 repro-

ducible skills lessons that teach students in grades 4 through 8 essential grammar rules in an engaging, meaningful way. The book uses games, puzzles, mazes, and model sentences that tell amusing stories while teaching rules. Units in the book cover capitalization, commas, quotation marks, apostrophes, sentence fragments, tricky homophones, run-on sentences, subject and verb agreement, personal pronouns, apostrophes, and verb tenses. Answers to exercises are attached. (RS)

ED 400 546

CS 215 519

Senn, J. A.

The Teacher's Book of Lists for Learning: Hundreds of Great Lists That Add Fascinating Facts and Fun to Every Curriculum Area.

Report No.—ISBN-0-590-93100-8

Pub Date—96

Note—112p.

Available from—Scholastic Inc., 2931 East McCarthy Street, Jefferson City, MO 65102 (\$10.95).

Pub Type—Guides - Classroom - Teacher (052)—Reference Materials (130)

Document Not Available from EDRS.

Descriptors—Films, Intermediate Grades, Junior High Schools, *Language Arts, *Mathematics, Middle Schools, Music, Presidents of the United States, *Scientific and Technical Information, *Social Studies

This book presents hundreds of lists of facts about social studies, geography, language arts, mathematics, and science for grades 4-8 to be read for enjoyment or as a source of ideas for school reports or projects, as a basic reference book of general information, or as the basis for a classroom "Jeopardy" game. Topics of lists in the book include the U.S. presidency; world rulers; languages; population; U.S. geography; letters, words, and phrases; reading; writing; money; time; weights and measures; branches of science; animals; ecology; food and nutrition; medicine and health; weather and climate; movies and television; music; sports; and things. (RS)

ED 400 547

CS 215 521

Zeman, Anne Kelly, Kate

Everything You Need To Know about English Homework. A Desk Reference for Students and Parents. Scholastic Homework Reference Series.

Report No.—ISBN-0-590-56605-9

Pub Date—95

Note—138p.; For "Everything You Need to Know about Math Homework," see ED 377 055; for "Everything You Need to Know about American History Homework," see ED 379 192.

Available from—Scholastic Inc., 2931 E. McCarthy Street, Jefferson City, MO 65102 (\$8.95).

Pub Type—Guides - Non-Classroom (055)—Reference Materials (130)

Document Not Available from EDRS.

Descriptors—*English Instruction, *Homework, Intermediate Grades, *Language Arts, Language Skills, Parent Influence, *Parent Participation, Parent Role, Parents as Teachers, Parent Student Relationship, Reference Materials, *Writing Assignments

Identifiers—Dial A Teacher Assistance Program, New York City Board of Education, United Federation of Teachers

Intended for fourth- to sixth-grade students and their parents, this book provides information needed to complete language arts assignments. The book was compiled with the help of a service called Dial-A-Teacher, a collaborative program of the United Federation of Teachers and the New York City Board of Education, which operates a telephone help-line. The book, which serves as reference guide, offers easy-to-understand answers to questions most frequently asked by students in grades 4, 5, and 6 and a full range of information directly related to the language arts curriculum. The book is arranged in eight subdivided parts; some of the subtopics include: (1) sign and symbol languages; (2) vowel and consonant sounds; (3) prefixes and suffixes; (4) homonyms and homophones; (5) antonyms and synonyms; (6) parts of speech; (7) phrases, clauses, and sentences; (8) outlines and story maps; (9) writing poetry, fiction, plays, and non-fiction; and (10) a list of good books to read, arranged by topic. (CR)

ED 400 548

CS 215 522

Kaye, Peggy

Games for Writing: Playful Ways To Help Your Child Learn To Write.

32 Document Resumes

Report No.—ISBN-0-374-52427-0

Pub Date—95

Note—234p.; For "Games for Learning," see CS 012 523.

Available from—Noonday Press, 19 Union Square West, New York, NY 10003 (\$13).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Childrens Games, *Childrens Writing, *Educational Games, Learning Motivation, *Learning Strategies, Parent Influence, *Parent Participation, Parent Role, Parents as Teachers, Parent Student Relationship, Primary Education, Student Motivation, *Writing (Composition)

Identifiers—Playfulness

This book of games for children from kindergarten to third grade offers parents ways to help their children become skilled and enthusiastic writers. The book provides instructions for parents to direct their children in easy-to-play educationally useful games, most requiring few or no materials. The book includes such activities as having children maneuver through mazes to improve their handwriting, learn the alphabet by baking pretzels, play rhyming games to stretch their vocabularies, and crack secret codes while practicing their spelling. Divided into 5 parts, each consisting of 8 to 16 separate activities, the book is prefaced with a short discussion of how children become writers, their spelling, handwriting, and fears. The book's introduction also advises parents to use a non-critical approach when playing these games with their children and suggests how to select activities to use. Lists of spelling words and books to read, a note to teachers, and a chart listing games by age level are appended. (CR)

ED 400 549

CS 215 523

Wilber, Jessica

Totally Private & Personal: Journaling Ideas for Girls and Young Women.

Report No.—ISBN-1-57542-005-8

Pub Date—96

Note—165p.

Available from—Free Spirit Publishing, Inc., 400 First Avenue North, Suite 616, Minneapolis, MN 55401 (\$8.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescent Development, Computers, Diaries, Early Adolescents, *Females, *Journal Writing, *Self Expression, World Wide Web, Writing Attitudes

Identifiers—Personal History, *Personal Writing, *Writing Contexts

This book offers journaling ideas for girls and young women ages 11-16, although it states that others who like to "journal" will find something here for them, too. The book discusses the reasons for journaling, including that it can serve as a good release when angry, sad, troubled, or even happy. The book also states that a journal is a safe haven for exploring feelings and dreams, is a source of inspiration, and a means of recording thoughts and memories to be reread in the future. The book provides information on seasonal journaling and different types of journals, such as computer journals, art journals, or family journals. The book has special sections on growing up, including body changes, and feeling good about being a girl. Resource ideas are provided in the book, including a list of books, magazines, and Web sites. (CR)

ED 400 550

CS 215 524

Rapenovich, Kay

The Magical Place Called Opera.

Pub Date—Aug 96

Note—5p.

Journal Cit—Active Learner: A Foxfire Journal for Teachers; v1 n1 p20-23 Aug 1996

Pub Type—Guides - Classroom - Teacher (052) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, *Class Activities, Cooperative Learning, Elementary Education, Experiential Learning, *Music, *Opera, *Playwriting, Skill Development, Student Participation, *Theater Arts

Identifiers—Artists in Education Program, *Ohio Arts Council

"Create Your Own," month-long "Artist in Education" residencies sponsored by the Ohio Arts Council, are used to guide students and teachers through the process of taking the vision of an original opera conceived by students and turning it into a reality. A local opera company is actually created.

"Create Your Own" shows children that opera can be understood and approached as a method of spinning a tale. They can learn to tell stories they have created through singing because opera uses the natural, integrated aspects of a child's life—drama, music, movement, and the visual arts. First the children are introduced to opera by pulling everything they need out of an old trunk, helping students connect with the art form. For those who care nothing about singing, physical skills are necessary to construct a set. The project is run like a professional opera company—each student signs a contract for agreed services and maintaining course work during the project. Students write everything—dialog, music, stage cues—and construct all the scenery and take care of props, costumes, makeup, and lighting. To perform, they must audition. Performance skills grow as students work through the performance process. An all-school and evening community performance as well as tours to other schools or senior citizens centers provide opportunities for students to build their skills. (NKA)

ED 400 551

CS 215 525

Silverstein, Lynn

Full-Court Press? The New York Times' Coverage of the 1995 Women's NCAA Basketball Tournament.

Pub Date—11 Aug 96

Note—32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Basketball, *College Athletics, Comparative Analysis, Content Analysis, Extramural Athletics, Higher Education, Media Research, Newspapers, *News Reporting, *Sex Bias, Sex Discrimination, Sex Stereotypes, *Womens Athletics

Identifiers—*Media Coverage, National Collegiate Athletic Association, *New York Times, Sports Stories

A study examined, through comparison, The "New York Times" coverage of the 1995 women's and men's National Collegiate Athletic Association (NCAA) basketball tournaments. The study sought to answer three questions: (1) Does the "Times" frame the women's event as unimportant?; (2) If so, how?; and (3) What does this say about the "Times" attitude toward female athletes? A qualitative and quantitative comparison was conducted of the newspaper's coverage of the 3-week event, including the number and length of articles, the size of photos and graphics, placement in the paper and sports section, among other elements. Results indicated that there were three times as many stories, photos, and graphics on the men's tournament as on the women's, and there were 18 features on male players and 6 on their coaches as compared to 2 on female players and 4 on their coaches. Placement on page A1 was almost the same, but men's stories appeared on the front page of the sports section 31 times versus 4 for women. Findings revealed that the frame presented by the "Times" is one of separateness—the women's tournament is the "other" tournament, as opposed to the "real" tournament, played by men. Findings also revealed that the "Times" used stereotypical gender roles as the basis for many stories; for instance, male players were often lauded for their ability to take over the game while female players were praised when they shared the spotlight. (Contains a story breakdown and 120 references.) (CR)

ED 400 552

CS 215 526

Stange, Terrence V. Wyant, Susan L.

Using Literature as a Vehicle for Writing.

Pub Date—Apr 96

Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (41st, New Orleans, LA, April 28-May 3, 1996).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Writing, Classroom Techniques, Grade 3, *Learning Activities, Learning Strategies, *Parody, Primary Education, Student Motivation, *Writing (Composition), Writing for Publication, *Writing Instruction, Writing Processes, *Writing Strategies

Identifiers—*Composition Literature Relationship, Story Writing

The approach of parody writing dates back to an-

cient Greece. Unlike traditional parody that usually develops satire of an author's work, a form of primary parody writing can be used in the classroom to help children develop connections with text as they express their own ideas. Parody writing is useful with children in grade 3 and has potential with other primary grades. Parody writing builds on the rhythm and rhyming pattern established in text often leading to a humorous result. Children create their own meaningful stories against the backdrop of who, what, when, where, and why to organize their story lines. Children learn to develop parody stories by listening to other stories with pattern, examining the content of picture books, brainstorming and webbing ideas as a total class, and then webbing ideas individually, developing a draft of a story using a theme in a patterned story, peer editing and sharing, and, finally, publishing a story book for everyone to read and enjoy. (An example of an illustrated parody story created by a third grader is included. (Author/CR)

ED 400 553

CS 215 527

Hayes, Joe

Here Comes the Storyteller.

Report No.—ISBN-0-938317-25-3

Pub Date—96

Note—80p.

Available from—Cinco Puntos Press, 2709 Louisville, El Paso, TX 79930 (\$12.95).

Pub Type—Creative Works (030) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—American Indian Culture, Elementary Education, *Folk Culture, Hispanic American Culture, Multicultural Education, *Oral Interpretation, *Story Telling

Identifiers—*Folktales, Oral Literature, *United States (Southwest)

This booklet integrates 9 stories from the multicultural southwestern United States, 90 photographs of a storyteller telling the stories, and running sidebars where the storyteller gives hints and secrets to parents, educators, and would-be storytellers. The photographs in the booklet capture the storyteller in the remarkable poses that make him any child's favorite storyteller. Stories in the booklet come from the Hispanic, Native American, and Anglo cultures of the Southwest. (RS)

ED 400 554

CS 215 528

Stephenson, Denise

Transcending Conventional Boundaries in Academic Discourse.

Pub Date—Mar 96

Note—9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Milwaukee, WI, March 27-30, 1996).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, *Discourse Modes, Higher Education, Hypermedia, Intellectual Disciplines, Literary Devices, *Writing (Composition), *Writing Processes, Writing Strategies

Identifiers—*Academic Discourse, Boundaries, Computer Assisted Writing, *Scholarly Writing, Writing Style

Rather than having established forms available to pour things into, forms frequently need to be built from the ground up. Practically, it is simpler to use assembly line production for academic work, and most of academic writing is relatively linear objective prose. However, boundaries are being crossed in diverse disciplines by a number of scholars with a variety of agendas. One of the less common breaks with convention is fragmentation. For instance, multiple meanings can be created by deciding whether to read a fragment in relation to what came before or what follows. The computer has increased the ability to reduce the linearity of texts with hypertext, which allows the creation of links to several ideas at one time without privileging one aspect above another. Another of the most advanced changes in academic writing conventions is the inclusion of the personal voice and personal experience as evidence. Most writing that transgresses or transcends conventional boundaries is an amalgam of the classic essay and the academic article. (Examples illustrating the new styles are appended.) (CR)

ED 400 555

CS 215 529

Veeder, Rex

Notes toward a Definition of Rhetoric for Emerging Nations: Spirit, Rhetoric, and the Fourth

World.
Pub Date—95
Note—7p. Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*American Indian Culture, Cultural Context, Cultural Influences, Developing Nations, Higher Education, North American Culture, *Pueblo (People), *Rhetoric, *Rhetorical Theory, Western Civilization

Identifiers—*Fourth World, Rhetorical Genres, Rhetorical Stance, Spirituality, *Spiritual Values
 There is something about Western rhetoric that separates the spirit from discourse. Western-European rhetoric, civil and religious, is dominated by the rhetoric of power. The rhetoric of power has long been available to students of rhetoric, and those who have studied the history of Western rhetoric know its topography. To begin to understand a faithful or spiritual rhetoric, however, look at the rhetoric of the dispossessed, the Fourth World, who live on the borders of and are placed in conflict with the dominant culture. A basic difference between power rhetoric and Fourth World rhetoric is spiritual positioning. One example of this is the definition of the Fourth World found in the tribal peoples of the Southwest. Nations within a nation, the Pueblo people are easily described as Fourth World in the socio-political definition, but their understanding of the Fourth World differs; it is, instead, a spiritual and ethical description. The socio-political discourse practices of these people are situated in their spiritual reality so that civic and spiritual activities are so interwoven as to be inseparable. The rhetoric of the Fourth World is an integrated one where ceremony, council deliberation, and community dialogue function from a spiritual rather than a socio-political position. A lesson, essential to communal survival in a postmodern world, might be learned from the rhetorical perspective offered by the Pueblo people. (Contains 10 references.) (CR)

ED 400 556 CS 215 530
Bolin, Bill

A (Corner of the) Field Defined: Contemplating Name Changes in the Ongoing Professionalization of Basic Writing.

Pub Date—10 Oct 96
Note—14p. Paper presented at the Watson Conference on Composition and Rhetoric (Louisville, KY, October 10, 1996).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Basic Writing, *Higher Education, Instructional Development, Instructional Improvement, *Intellectual Disciplines, Remedial Instruction, Scholarly Journals, Undergraduate Students, Writing Skills, Writing Teachers

Identifiers—Basic Writers, Faculty Attitudes, *Journal of Basic Writing, *Professionalization

A recent call by its editors to rename the "Journal of Basic Writing" has ramifications toward professionalization of and a wider respect for the discipline of basic writing. Basic writing has been defined differently from composition studies which, in turn, has been distinguished from English studies. This defining process has moved alongside, or as a reaction to, the process of disciplinaryity. Basic writing students are generally constructed as those who find academic writing tasks especially challenging. This deficit definition has encouraged administrators to define the field in a particular way by staffing it with temporary adjunct faculty and teaching assistants. If basic writing is to be considered a viable field of study by those not engaged in composition studies, prestige could be provided by using a higher number of full-time, tenured faculty. Another step is for the flagship journal in basic writing to make initial moves and to find a name for that journal that reflects such work and presents a positive image of its subject. The professionalization of basic writing will follow a name change, garnering more respect from both within and without the academy for what scholars in basic writing do. (Contains 31 references.) (CR)

ED 400 557 CS 215 531

Learning Standards for English Language Arts.

Revised Edition.
 New York State Education Dept., Albany.

R1E MAR 1997

Pub Date—96
Note—63p.
Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price — MF01/PC03 Plus Postage.

Descriptors—*Academic Standards, Communication Skills, Critical Reading, Elementary Secondary Education, Interpersonal Relationship, *Language Arts, Listening Skills, Reading Comprehension, Reading Skills, *State Standards, Student Writing Models, Teacher Response, Writing Skills

Identifiers—*New York, Response to Literature

This revised edition of the "Learning Standards for English Language Arts" for New York State incorporates changes to the content standards and performance indicators based on extensive review by the public. The four standards described in the booklet are that students will read, write, listen, and speak (1) for information and understanding; (2) for literary response and expression; (3) for critical analysis and evaluation; and (4) for social interaction. The format for displaying the standards in the booklet includes the label for the standard; the key ideas that define the standard; performance indicators that describe the required expectations for students at elementary, intermediate, and commencement levels; and sample tasks that suggest evidence of appropriate progress toward the standard at a given level. New in this edition are samples of student work, along with teachers' comments on the work. (RS)

ED 400 558 CS 215 532
Burt, Elizabeth V.

The State of Diversity in the Curriculum of the Nation's Journalism and Mass Communication Programs.

Pub Date—Oct 96
Note—13p. Paper presented at the Annual Convention of the American Journalism Historians Association (London, Ontario, Canada, October 3-5, 1996).

Pub Type— Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—Culturally Relevant Education, *Curriculum Evaluation, Enrollment, *Higher Education, *Journalism Education, Journalism History, Mail Surveys, *Mass Media, Minority Groups, National Surveys

Identifiers—Curriculum Balance, *Diversity Concept, *Educational Issues, Gender Issues

To assess the current state of diversity in the curriculum, journalism and mass communication programs across the country were surveyed as to how they treat minorities and how they deal with diversity in the curriculum—in separate courses, integrated into existing courses, or in a variety of options in which students are exposed to diversity issues. Respondents were asked specifically if separate courses were offered dealing with a number of groups: women, African Americans, ethnic minorities, and Gays and Lesbians, with special attention to courses in journalism and mass communication history. Respondents were also asked to list any other courses that spent time dealing with any of these issues, how many students enrolled in the class, and how often it was offered. Surveys were mailed to chairs or directors of 421 schools and departments in the United States listed in the Association of Education in Journalism and Mass Communication (AEJMC) directory. Responses were received from 72, for a response rate of 17.5%. The 72 respondents reported an enrollment of nearly 22,000 students; 13,000 in public institutions and 9,000 in private institutions. The majority of the respondents (54) reported they did offer at least one course addressing diversity and minority topics, but that enrollment was usually low, the average being 15 per class. The greatest number of courses offered dealt with gender issues in the media, followed by those devoted to African Americans or race issues. No overall changes or trends were reported. (Contains 8 notes and an appendix listing schools surveyed.) (NKA)

ED 400 559 CS 215 533

American Journalism Historians Association Annual Convention (London, Ontario, Canada, October 3-5, 1996). Part I: Selected Papers Covering the Colonial Period through the 19th Century.

Pub Date—Oct 96

Note—484p. For Part II, covering the 20th Century.

tury, see CS 215 534; for 1995 Proceedings, see ED 396 326-327.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Historical Materials (060)

EDRS Price — MF02/PC20 Plus Postage.

Descriptors—Colonialism, Females, Feminist Criticism, *Journalism, *Journalism History, Journalism Research, *Mass Media Role, *Newspapers, *North American History, Periodicals, Press Opinion, Social History

Identifiers—Cather (Willa S), Christmas Books, Historical Research, *Journalists

The 16 papers presented in this collection all deal with journalism and journalists from colonial America through the 19th century. The papers and their authors are: "Fighting for a Continent: Newspaper Coverage of the English and French War for Control of North America, 1754-1760" (David A. Copeland); "A Romance with 'Local' Happenings (Never Mind What You Were Taught): Colonial Americans and Their Newspapers" (Julie Heggepeth Williams); "When Women Speak: A Comparison of the Voices of Black Women Journalists before and after the Civil War" (Bernell E. Tripp); "Inventing an Indian Icon: How the Press Made Sense of Sitting Bull" (John M. Coward); "From Populist to Patrician: Edward H. Butler's Buffalo 'News' and the Crisis of Labor, 1877-1892" (Michael J. Dillon); "I Hear It So Various Reported: News-Letters, Newspapers, and the Ministerial Network in New England, 1670-1730" (Sheila McCall McIntyre); "Christmas Puffery: Christmas Book Advertising in Nineteenth Century Newspapers" (Priscilla Coit Murphy); "Little Big Horn Coverage in the Texas Press: Fiercely Partisan Myth-Making" (James E. Mueller); "The Paper and the Poles: The First Major Crusade of Buffalo's 'Evening News'" (Jerry Goldberg); "The Work That Came before Art: Willa Cather's Journalism, 1893-1912" (Carolyn L. Kitch); "From 1850 to 1950: Actions of Early Journalists Often Unethical, Even Illegal" (Fred Feder); "The Medium in the Mirror: How Journalists in the 1880s and 1890s Viewed 'New Journalism'" (James McCollum); "Women's Moral Reform Periodicals of the Nineteenth Century: A Cultural Feminist Analysis" (Therese L. Lueck); "The Third Most Valuable Newspaper Property in Chicago: A History of the 'Chicago Journal'" (Jon Bekken); "Converting the Popular to Politics: The American Feminist Magazine as Forum for Transformation" (Amy Beth Aronson); and "Cattle Papers and the Cowboy: Myth-Making in the 'Bad Lands Cow Boy'" (Ross F. Collins). (NKA)

ED 400 560 CS 215 534

American Journalism Historians Association Annual Convention (London, Ontario, Canada, October 3-5, 1996). Part II: Selected Papers Covering the 20th Century.

Pub Date—Oct 96

Note—494p. For Part I, covering the Colonial period through the 19th Century, see CS 215 533; for 1995 Proceedings, see ED 396 326-327.

Pub Type— Collected Works - Proceedings (021) — Reports - Research (143) — Historical Materials (060)

EDRS Price — MF02/PC20 Plus Postage.

Descriptors—Freedom of Speech, Homosexuality, *Journalism, *Journalism History, Journalism Research, *Mass Media Role, *Modern History, *Newspapers, Periodicals, Politics, Press Opinion, Racial Attitudes, Social History

Identifiers—Historical Research, *Journalists, *Media Coverage

The 17 papers in this collection all deal with 20th-century journalism, journalists, and mass media. The papers and their authors are: "Building One's Own Gallows: The Trade Publications' Reaction to a Federal Shield Law, 1972-1974" (Karla Gower); "The Useful Ogre: Sweden's Use and Views of American Television, 1956-62" (Ulf Jonas Bjork); "Black or Negro? The Media's Dilemma of Racial Identifiers, 1967-1971" (Joey Senat); "Hostile Crowds, Homosexual Activists and AIDS Victims: Mainstream Newspapers Cover Gay Liberation" (Elizabeth M. Koehler); "Unhappy Events in Ireland: Irish-American Press Coverage of Dublin's 1916 Easter Rising" (Karen Patricia Potter); "They're Talking about Us: Yellow Journalism and the Press of West Africa" (W. Joseph Campbell); "Same/Difference: The Media, Equal Rights and Aboriginal Women in Canada, 1968" (Barbara M. Freeman); "Literature, Propaganda

and the First World War: The Case of 'Blackwood's Magazine' (David Finkelstein); "Reasoned Protest and Personal Journalism: The Liberty and Death of the Intermountain Observer" (James B. McPherson); "Measuring Jazz Journalism in Missouri Dailies of the 1920s" (Steven D. Koski); "Fighting for The Big Voice of the Air: A History of the Clear Channel Broadcasting Service"; "Rural Publicity in the Boilerplate Era: The Mt. Clemens News Bureau" (James C. Foust); "The Delightful Relationship: Presidents and White House Correspondents in the 1920s" (Stephen Ponder); "Construction of a Gay Image in the Washington Press: 1943-1970" (Edward M. Alwood); "Balancing Academic Freedom and Academic Image: The North Carolina Speaker Ban, 1963-1968" (Patricia Richardson); "The Vietnam War, the Cold War, and Protestants: How the 'Christian Century' and 'Christianity Today' Reflected American Society in the 1960s" (David E. Settle); and "News Pegs and the National Farmers Organization: Episodic and Life-Span Patterns of Press Coverage" (Jane S. McConnell). (NKA)

ED 400 561 CS 215 537

Teaching English to Gifted Students. ERIC Digest. ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-12

Pub Date—96

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Elementary Secondary Education, *English Curriculum, Evaluation Criteria, Evaluation Methods, *Language Arts, Program Evaluation, Student Evaluation, *Student Motivation, *Student Needs, *Talent, Teacher Role

Identifiers—Alternative Assessment, ERIC Digests

This Digest reviews the literature on the subject of teaching English and language arts to gifted and talented students. It discusses how to identify gifted students, outlines some key principles for developing effective programs in English and language arts for the gifted, and suggests possible methods of evaluating gifted students and programs. The Digest also examines some specific resources available to teachers of gifted/talented students. (NKA)

ED 400 562 CS 215 543

Pearson, Mark

Look Who's Talking: A Pilot Study of the Use of Discussion Lists by Journalism Educators and Students.

Pub Date—Aug 96

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Communication Research, *Computer Mediated Communication, Content Analysis, Discourse Analysis, Higher Education, Information Sources, *Journalism Education, Pilot Projects, Research Needs, *Scholarship Identifiers—*Listserv Discussion Groups

A study analyzed postings over a week-long period to two electronic discussion lists to position them as communication forums and to assess their potential value to journalism educators, students and researchers. The lists—"Journet" and "Stumedia"—were examined using both quantitative and qualitative techniques. Results indicated that the discussion lists have the scope to offer a level of currency in the international scholarly community well beyond the limits of other information sources for journalism educators and students such as newsletters, conferences and journals which might be weeks or even years behind in the intellectual debate or technological development. Using a discussion list or direct email to a target member, an educator or student can glean first-hand expert information within hours, perhaps even minutes. Other advantages of participation on such lists include networking and scholarly cooperation, knowl-

edge acquisition, a sense of communion, and an opportunity to keep pace with innovation. Disadvantages are the sheer bulk of correspondence, low participation rates, maleness, "US-centricity" and the preponderance of "junk mail." Findings suggest that this field of data is ripe for research in a variety of ways. (Contains 19 references and 3 tables of data.) (Author/RS)

ED 400 563 CS 215 550

Fleming, Maria

Famous Americans: George Washington & Abraham Lincoln.

Report No.—ISBN-0-590-53550-1

Pub Date—96

Note—58p.

Available from—Scholastic, Inc., 2931 East McCarty Street, Jefferson City, MO 65102; 1-800-724-6527; fax: 1-800-223-4011 (\$9.95).

Pub Type—Guides - Classroom - Teacher (052) — Books (010)

Document Not Available from EDRS.

Descriptors—Class Activities, *Classroom Techniques, *Language Arts, Poetry, *Presidents of the United States, Primary Education, Songs, Thematic Approach, United States History Identifiers—Lincoln (Abraham), Washington (George)

Introducing students in grade 1-3 to George Washington and Abraham Lincoln, this book presents thematic units that present biographical information, and literature links such as poems, songs, stories, cross-curricular activities, and hands-on reproducible. Chapters in the book are: (1) Getting to Know George; (2) The Father and His Country; (3) All about Abe; (4) President of a Divided Nation; and (5) Heading into History. Includes a list of 19 additional resources and a poster. (RS)

ED 400 564 CS 215 551

Behrman, Carol H.

Writel Writel Writel Ready-to-Use Writing Process Activities for Grades 4-8.

Report No.—ISBN-0-87628-936-7

Pub Date—95

Note—328p.

Available from—Simon and Schuster, Bldg. 2, 200 Old Tappan Road, Old Tappan, NJ 07675-7095 (\$27.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Class Activities, Intermediate Grades, Junior High Schools, Middle Schools, Student Improvement, Units of Study, *Writing Exercises, *Writing Improvement, *Writing Processes, *Writing Skills

Identifiers—*Process Approach (Writing), Writing Contexts

This handbook contains over 265 reproducible writing process activities that help make writing fun for students in grades 4-8. The handbook provides stimulating activities to give students the directed practice they need to learn to write clearly and competently. Designed for minimal teacher input, activities are complete with directions geared to the level of student understanding to help them master the writing process—prewriting activities, including brainstorming alone or in groups, speedy writing of a first draft, revisions, and the final copy. Organized into eight sections according to types of writing and level of difficulty, these ready-to-use lessons and activities are printed in a big, spiral-bound format that opens flat for easy copying. The sections are, as follows: Playing with Language (29 activities that guide students into the fun of writing through words, phrases, and sentences); Paragraph Writing (33 activities which offer experience in creating paragraphs, using the steps of the writing process); Simple Essays (42 activity pages which give instruction and practice in composing simple essays); More Complex Essays (42 activities which provide more advanced essay subjects and construction, including business/technical subjects); Personal Letters (30 activities for letter writing); Business Letters (job applications, letters of complaint, and other activities, 34 in all); Creative Writing (31 activities which provide instruction and practice in writing descriptions, dialogue, characterization, and plot for stories); and Variety Pack (31 activities which present writing activities, including journals, journalism, and poetry). (NKA)

ED 400 565 CS 509 338

Tilson, Lou Davidson

The Case Method as Reflective and Projective Practice in the Instructional Communication

Classroom.

Pub Date—Mar 96

Note—16p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, Communication Apprehension, *Communication Skills, *Group Discussion, Higher Education, *Instructional Effectiveness, *Preservice Teacher Education, *Student Needs, Teacher Student Relationship

Identifiers—*Case Method (Teaching Technique), Reflective Practice, Small Group Communication

Graduate programs which typically produce college instructors rarely teach "how to teach." There is an instructional tool, however, which is invaluable for developing instructional communication skills: the case method. It can also be an effective means of helping pre-service teachers develop teaching skills. The case method is an innovative instructional strategy that presents participants with a narrative about some topical event or situation that has happened or is likely to happen in a particular environment. Typically, cases depict real world situations and are written with an open ending, which stimulates individual as well as group skill in critical thinking, problem solving, discussion, and decision making. Case studies appropriate for analysis in the instructional communication classroom address a wide range of topics, including diversity, motivation, classroom climate, teacher-student relationships, communication apprehension, student needs, instructional strategies, evaluation, and humor. This instructional strategy compounds the advantages of small group discussion because the topic analyzed is a scenario in which students may find themselves once they leave the protective environment of the classroom. This "safe environment" enables students to process feasible, plausible, and ideal courses of action and their associated ramifications. There are numerous ways for students to prepare for a case discussion. They can read the case in advance while answering study questions; or they can skim it in class. In-class analysis generally begins with students' sharing their responses in a small group. (Contains 33 references.) (TB)

ED 400 566 CS 509 347

Fall, Lisa T.

Management by Objectives: Authentic Assessment in a Public Relations Practicum.

Pub Date—Aug 96

Note—21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Content, Course Objectives, Critical Thinking, Fund Raising, Higher Education, *Management by Objectives, *Planning, *Public Relations, Student Motivation

Identifiers—*Authentic Assessment, Georgia Southern University, Special Events

Incorporation of management principles in the classroom can motivate students to successfully complete project work. The Communication Arts Department at Georgia Southern University developed a Public Relations Event Management course in which the students were responsible for planning a campus-wide special event to raise funds for two clients. Five methods were used to measure the effectiveness of the course: comparison of student-established event objectives to actual results; student evaluations; participant evaluations; peer evaluations; and a focus group interview among the students in the class. Results indicated that combining the primary management functions (planning and decision making, organizing, leading and controlling) and the R-A-C-E formula (research, action planning, communication and evaluation) can increase the application of critical thinking skills in the classroom. Further, authentic assessment and management by objectives can provide educators with techniques to measure the success of the project work. (Contains nine references and one table of data.) (Author/RS)

ED 400 567 CS 509 349

Shaw, Charla L. Markham

Performance Challenges Revisited: What Is Art? Pub Date—Mar 96

Note—12p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Art Activities, *Art Expression, Audience Response, *Creative Expression, Definitions, *Drama, Dramatics, Higher Education, *Oral Interpretation
Identifiers—*Aesthetic Communication, Art as Experience, Artistic Performance, *Performance Studies (Speech)

Teachers, researchers, and performers in the field of Performance Studies often find themselves defining what it is that they do. Boundaries are often hard to draw, however. Is the work they are doing "art"? The distinction is important to funding agencies, tenure committees, and university administration. One definition of art attributed to Allan Sekula is "a mode of communication, as a discourse anchored in concrete social relations, rather than a mystified, vaporous, and ahistorical realm of purely affective expression and experience." Another, from Henry Sayre, states that "art is the act of making, not the thing made," indicating that power or authority rests with the artist rather than the object itself. Elizabeth Fine believes that once a performance is abstracted from its native setting and presented to outsiders, the message can no longer be expected to fit automatically the audience's capacity to decode it. Richard Bauman addresses differential identity in relation to folklore, labeling it "artistic verbal communication," with the focus on communicative interaction. According to Stephen Tyler, the meaning is not the exclusive right of the text or the author/artist, but, instead, the interaction of text-author-reader. Perhaps there is a middle or new ground of understanding that lies not with self and not with the other, but in an intersection between the two. (Contains 10 references.) (CR)

ED 400 568

CS 509 351

Raman, Usha
Communication, Technology, and the Formation of Scientific Communities.

Pub Date—Aug 96

Note—34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 9-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Anthropology, Higher Education, *Interpersonal Communication, *Science Departments, Science Facilities, *Scientific Methodology, Technological Advancement

Identifiers—Geographic Information Systems, *Knowledge Production and Utilization, Technology Integration

New technologies of communication and information representation have almost always had an impact on the conduct of social and organizational life, sometimes creating new linkages, strengthening some existing ones and breaking others. Science operates within a technological environment which itself is a product of social, cultural, economic and political factors. Using in-depth interviews with members of a department of anthropology (faculty, technical support staff, and graduate students) who have recently been introduced to a new technology, Geographic Information Systems, a study examined issues of communication and community building in relation to knowledge production. Results indicated that (1) anthropologists do not explicitly acknowledge the importance of technology in the production of science; and (2) what scientists talk about may be less important than who they talk to and this is often determined by methodological rather than conceptual alliances. (Contains 56 references.) (Author/RS)

ED 400 569

CS 509 357

Lordan, Edward J.
Building a Bridge to the Business World: A Guide to Designing Group Projects for Public Relations Courses.

Pub Date—Aug 96

Note—23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Guides - Classroom - Teacher (052) — Reports -

Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, Experiential Learning, *Group Activities, *Group Instruction, Higher Education, Introductory Courses, Program Design, Program Development, Program Implementation, *Public Relations, Student Needs, *Student Projects, Teaching Methods
Identifiers—Reality Orientation

From plans to rescue EuroDisney to blueprints for introducing the Intel chip, group projects in a public relations class can offer students invaluable lessons in real-world applications. This paper provides teachers of undergraduate, introductory classes in public relations with a primer on how to develop, supervise, and evaluate group projects in public relations classes. The importance of creating projects with real-world applications that focus on the use of both technical and managerial solutions to current public relations problems is stressed. Group projects can be extremely valuable tools for teachers of public relations because they provide a variety of important lessons for students. For the projects to succeed, however, the teacher must work diligently to set legitimate goals, assist in a managerial capacity, and provide critical analysis of the various phases in the students' efforts. The paper is a primer designed as a nuts-and-bolts reference guide, although it includes some theory discussion. (Contains 8 references.) (Author/CR)

ED 400 570

CS 509 358

Cunconan, Terry M.

Examining the Internal Characteristics of the Teacher: The Effect of Perceived Eagerness on Student Affective Learning.

Pub Date—Apr 95

Note—27p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Objectives, *Classroom Communication, Classroom Techniques, Communication Research, *Learning Motivation, Postsecondary Education, Student Attitudes, Student Motivation, Student Reaction, *Teacher Behavior, Teacher Response, *Teacher Student Relationship

Identifiers—*Communication Behavior, Self Report Measures, Teaching Research

A study examined the relationship between teachers' perceived eagerness to communicate within the classroom and students' perceived affective learning. Subjects were 88 students and 9 instructors at a proprietary business school in a large midwestern city. Teachers completed a 21-item self-report questionnaire assessing their communication eagerness in the classroom, and students, a 24-item questionnaire reporting their attitudes about learning. Results indicated that the mean for the perception of communication eagerness revealed a moderate to low score (70.4) with a range from 62 to 83, and the mean score for affective learning was moderate (43.2) with a range of 31 to 58. Simple correlations were computed within the 2 scales. Results revealed a strong significant positive relationship between a student's overall affective learning score and both the content and behavior subscales. However, findings suggest no significant relationship between affective learning and the instructor. A bivariate correlation procedure was used to assess the relationship between teacher eagerness and affective learning. Findings suggest that, while the preoperational stage offers a rich area for scholarly pursuit, it seems most appropriate to study variables in this stage of the instructional model, not in isolation, but in relational dimensions. (Included are 2 tables of data and 26 references.) (Author/CR)

ED 400 571

CS 509 359

Dunn, Sonja Pamenter, Lou
Crackers and Crumbs: Chants for Whole Language.

Report No.—ISBN-0-435-08528-X

Pub Date—90

Note—98p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$16.95).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Activity Units, Childrens Games, *Individual Development, Language Experience Approach, Learning Activities, Learning Motiva-

tion, *Oral Language, Play, Preschool Education, Reading Skills, *Student Participation, Whole Language Approach

Identifiers—Chants, Rhyme

This book offers 80 original chants for teaching children to play with language, discover their ownership of language, and experiment with language. The book states that chants can provide a strategy that develops reading skills, ease in dramatic situations, sidebars in art work, communication abilities, awareness of self and environment, and skills in co-operation. Chants are divided in the book into sections on: (1) Rhythm and Rhymes; (2) Your Own Space; (3) Food Follies; (4) A Fable for Everyone; (5) Fantasy and Fun; (6) Special Times; and (7) Places to Be; each section contains activities suggestions for many of the chants. The book offers advice on methods for children's participation, including drawings, mime actions, music, chanting in parts, conga lines, and the use of puppets. (CR)

ED 400 572

CS 509 360

Nentl, Nancy J. Faber, Ronald J.

Where the Boys Are: Ad-Inspired Social Comparisons among Male and Female Teens.

Pub Date—Aug 96

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Advertising, Comparative Analysis, High Schools, High School Students, Media Research, *Physical Attractiveness, *Self Esteem, *Sex Differences, *Social Attitudes, Student Surveys

Identifiers—*Idealization, Social Comparison Theory

A study explored the degree to which males and females engage in social comparisons and the underlying factors that comprise and relate to social comparisons with advertising images for both boys and girls. Data were gathered from a sample of 225 females and 214 males between the ages of 15 and 18 from a midwestern high school. The same survey was administered to both boys and girls. This scale of social comparison contained 18 items reflective of the information and evaluation dimensions of the construct. Public self-consciousness and self-esteem were also measured. Satisfaction with appearance was measured with a set of 4 items logically derived for the purposes of this study. Tendency to fantasize was measured by a 4-item set of questions. Consistent with expectations, the frequency with which girls engage in ad-inspired social comparison was dramatically higher than that reported by boys. Considering that beauty is an admirable and enviable attribute for women in this society (ingrained at an early age), and that beauty is a salient attribute in many ads, it is not surprising that girls are more intrigued by and more interactive with ads that feature ideal beauty forms than are boys. Comparing personal beauty with the model's is more or less typical for many teenage girls, but atypical for boys. The effect of comparison behavior varies with girls and boys; gender plays a critical role in individual responses to advertising. (Contains 4 tables of data and 23 references.) (NKA)

ED 400 573

CS 509 361

Beadle, Mary E.

Technology, Media Monopolies and Curriculum.

Pub Date—Nov 95

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Futures (of Society), *Mass Media Effects, *Mass Media Role, Popular Culture, Technological Advancement, *Technology

Identifiers—Information Society, *Postman (Neil), *Technology Integration

Neil Postman describes the United States in the late 20th century as the only "technopoly" (a society that has totally surrendered to technology, information, and science) in the world, and he asks educators to resist technopoly by changing curriculum. In his book "Technopoly," Postman proposes that cultures may be classified into 3 types: traditional, technocracies, and technopolies. What is most valued in a technopoly is information, not only

data and facts but all types of communication. In a technopoly, methods of science are applied to mass media and, according to Postman, determine the way people perceive reality. In the global marketplace of mass media, the United States entertainment industry dominates as an information sender. Personal experience indicates that mass media have an effect on people's perception of life in the United States that has a subtle influence on face-to-face communication. Studies consistently indicate that continued use of information obtained through the mass media, particularly television and film, influences perceptions. Postman states that in the evolution to a technopoly social institutions, church, family, government, no longer control information. Postman suggests that everyone needs to resist technopoly and that curriculum in schools should change to help people resist. Educators should ask and seek answers to important questions about the kind of society desired, how to get there, and what role the mass media would have in an ideal community. (Contains 10 references.) (RS)

ED 400 574 CS 509 362

Shoemaker, Barbara R.

Cyberspace Class: Rewards and Punishments.

ERIC Digest.

ERIC Clearinghouse on Reading, English, and

Communication, Bloomington, IN.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-CS-96-11

Pub Date—96

Contract—RR93002011

Note—3p.

Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th Street, Suite 150, Bloomington, IN 47408-2698.

Pub Type—Reports - Descriptive (141)—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Communication, *Classroom Environment, *Computer Assisted Instruction, Higher Education, *Internet, Man Machine Systems, Online Systems, *Public Relations, *Teacher Student Relationship

Identifiers—Communication Behavior, *Cyberspace, ERIC Digests

This Digest details how one professor of public relations has developed and put into practice a class in "cyberspace." The Digest first provides background on online communication techniques and the explosion of online teaching at the university level, and then tells how a professor, with the help of a summer grant from her university, developed her course in public relations campaigns. The largest section of the Digest describes the false starts in choosing an online system that was compatible and comfortable for both students and teacher and how the solution was reached which allowed for effective teaching and learning in a virtual environment. The Digest concludes by listing problems, benefits, and positive outcomes of the experience in cyberspace. (NKA)

ED 400 575 CS 509 363

Karlson, Mary Riordan

Motivating At-Risk Students. Professional's

Guide.

Report No.—ISBN-1-55734-890-1

Pub Date—96

Note—82p.

Available from—Teacher Created Materials, Inc., 6421 Industry Way, Westminster, CA 92683 (TCM890: \$8.95 plus shipping/handling).

Pub Type—Guides - Classroom - Teacher (052)—

Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Classroom Environment, *Classroom Techniques, Elementary Secondary Education, *High Risk Students, *Learning Motivation, Parent Participation, Student Evaluation, *Student Motivation

Identifiers—Learning Environments, Motivational Orientation

Emphasizing reading and writing, this booklet discusses the concept of motivation and examines the many factors that influence an at-risk learner in the classroom learning environment. Chapters in the booklet highlight such topics as identification of at-risk learners, various motivational theories, personal and cognitive influencing factors, a classroom environment that provides motivational opportunities, instructional strategies that encourage at-risk

learners to become engaged in various literacy tasks, assessment practices, and ideas that teachers can share with parents to motivate at-risk learners at home. Throughout the chapters in the booklet, examples across the curriculum are provided to support the ideas and perspectives of the motivational theories in the classroom and at home. Sample literacy activities are also included in the booklet to help teachers set up their classroom to be a positive learning environment for children who are at risk. Contains 45 references. (RS)

ED 400 576 CS 509 364

Cruthirds, Jason Hanna, Michael S.

Programmed Instruction and Interactive Media: A

Third Consideration.

Pub Date—Mar 96

Note—15p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Memphis, TN, March 27-31, 1996).

Pub Type—Speeches/Meeting Papers (150)—

Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Managed Instruction, *Computer Mediated Communication, Higher Education, Independent Study, *Instructional Innovation, *Internet, Learner Controlled Instruction, *Locus of Control, Multimedia Materials

Identifiers—Cyberspace, Interactive Computer Systems, *Interactive Teaching, *Technology Integration

Rapid development of computer-based instructional methods, combined with the rapid evolution of the Internet and the World Wide Web, have made it technologically possible to develop fully interactive self-study materials. While programmed instruction methods were developed in the 1960s and early 1970s, they were not widely used and, although lessons learned from early research may be applied, new technology has generated new questions. One of the most perplexing of these questions centers on the locus of control. How much control should the learner have, and how much should be retained by the learning program? Maintaining appropriate controls when instructional materials are put on the Web is an example of one problem. Presence of "hot links" invite the learner to jump through cyberspace because they imply related, although not necessarily hierarchical, information. Once a learner jumps to a related Website, nothing can yet guarantee that the learner will return to the learning program. What teachers can do to maintain appropriate controls in that environment is, as yet, undetermined and can only be answered by working teachers willing to build interactive multimedia materials, then conduct applied research. (Contains 16 references.) (Author/CR)

ED 400 577 CS 509 365

Cotton, Eileen Guiffre

The Online Classroom: Teaching with the Internet.

2nd Edition.

ERIC Clearinghouse on Reading, English, and

Communication, Bloomington, IN.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—ISBN-1-883790-23-9

Pub Date—97

Contract—RR93002011

Note—234p.; For the 1st edition, see ED 391 193.

Available from—EDINFO Press, P.O. Box 5247,

Bloomington, IN 47407 (\$22.95).

Pub Type—Guides - Classroom - Teacher (052)—

Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Class Activities, Educational Games, Electronic Mail, *Elementary Secondary Education, Fables, *Information Seeking, *Internet, *Language Arts, Lesson Plans, *Online Systems, Teaching Methods

Identifiers—*Interactive Communication

Presenting a wide array of Internet addresses and sample lessons, this book shows how teachers can integrate the Internet into their K-12 curriculum to actively involve students. The ideas and lessons in the book help students to communicate with people in faraway places; gather information from around the globe; develop sophisticated research skills; increase knowledge across the curriculum; strengthen creative abilities; develop fluency in keyboarding, reading, and writing; and engage in both cooperative and independent learning. Topics covered in the book include e-mail, World Wide Web, searching, Web page design, chat, video conferencing, and

Java (a new programming language). Sample lessons explore Canada, Mexico, whales, the news, fairy tales, resumes, Washington DC, and creating a home page on the Web. Chapters in the book (which had been revised, with new material added) are: (1) Internet 101—The Basics; (2) The World Wide Web; (3) A Wealth of Web Sites; (4) Searching on the Web; (5) Developing and Designing a Web Page; (6) Advanced Web; (7) Other Internet Tools; (8) E-Pals and Keypals; (9) A Whale of a Time!; (10) The News; (11) Look Who's Talking!; (12) Virtually Together in D.C.; (13) The Games People Play; (14) The ABCs of the Internet; (15) Get a Job!; (16) A Book an Hour; and (17) Just for Little Kids. A 39-item select bibliography of Internet books, an abridged 35-item glossary of Internet terms, and information on 6 commercial on-line services in the United States and Canada are attached. (RS)

ED 400 578 CS 509 366

Huffman, Melody

Distance Learning via a Modem.

Pub Date—Nov 95

Note—10p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

Pub Type—Opinion Papers (120)—Speeches/

Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—*Computer Assisted Instruction, *Distance Education, Higher Education, *Instructional Effectiveness, *Models, Research Papers (Students), *Speech Communication, Student Evaluation, Student Needs, Teacher Role, *Teacher Student Relationship, Technological Advancement

Identifiers—Learning Environment, *Technology Integration

The computer modem provides an inexpensive and simple method of teaching off-campus students. A speech communication course taught across a computer based distance learning system can provide students with a quality education if the course organization facilitates teaching, if assignments require students to demonstrate mastery of the material, and if interpersonal relationships develop. The professor should establish a master file for each student, with information and a place to record grades, as each assignment is completed. Project papers may be researched by the student on CompuServe, Internet, or America Online. Students should also be given a list of the speech communication journals available in their local university library, such as "Communication Education," "Quarterly Journal of Speech," etc. The assignments should be evaluated through specific questions about concepts, sources, documentation, and application of material. Teaching by computer requires many hours of interaction and assessment, more than in a traditional classroom. The interpersonal relationship between student and teacher can be enhanced by giving the student more feedback (both positive and negative) than usual on their assignments, by responding to e-mail in a friendly voice, and by grading assignments within 72 hours. And symbols can express emotions on the printed page. The professor should always respond professionally and never apologize for a correct evaluation. The computer modem can be a wonderful channel for education. (NKA)

ED 400 579 CS 509 367

Welch, Alicia J.

The Role of Books, Television, Computers and

Video Games in Children's Day to Day Lives.

Pub Date—May 95

Note—26p.; Paper presented at the Annual Meeting of the International Communication Association (Albuquerque, NM, May 25-29, 1995).

Pub Type—Reports - Research (143)—Speeches/

Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Childhood Attitudes, *Childhood Interests, Computers, Elementary Education, Grade 3, Grade 4, *Mass Media Use, Qualitative Research, *Reading Habits, *School Activities, Sex Differences, Socioeconomic Influences, Television Viewing, Video Games

Identifiers—*Childrens Responses, Connecticut
A study assessed the role of various mass media in the day-to-day lives of school-aged children. Research questions dealt with the nature of children's media experiences at home, how use of media impacts school activities, the social context of media use, interior responses to different media, and

whether gender or socioeconomic differences among children figure in media use. Children (all in grades 3 and 4) from opposite ends of Connecticut participated in the study. Respondents were approached through letters sent home—in the first community, children were interviewed at home, in the second community, they were interviewed at school. Children were evenly divided by sex; almost all were white. A broad array of questions was posed. Results showed that children had extensive access to media, including VCRs, cable television, and personal computers. As for media use—books are a nighttime activity, computers are used any time, and entertainment media seems to be an after-school relaxer. How media use impacts school activities is not clear, but the differences in media use among higher and lower achieving children needs to be explored in greater depth. Findings also suggest that the social contexts of media use are many and varied. (Contains 4 tables of data and 20 references.) (NKA)

ED 400 580 CS 509 370

Tobin, Brian G.
Making Technocrats.
Pub Date—Nov 96

Note—19p.; Paper presented at the Annual Conference of the Community Colleges Humanities Association (San Francisco, CA, November 7-9, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Educational Trends, Elementary Secondary Education, Higher Education, *Interpersonal Relationship, *Language Role, *Literacy, Persuasive Discourse, *Television, Writing Instruction Identifiers—*Educational Issues, *Technologically Dependent

The idea of a high level of literacy being important to holding the social fabric of the country together seems to be shared by policy-makers and professors, although they may disagree on the definition of literacy. Policy-makers like high tech; professors like book learning. Current trends in higher education reflect society's increasing dependence on technology. Educators must beware the use of computers and television in classroom instruction. Technology will not replace lectures and the basic book-learning knowledge necessary to critique lectures intelligently. Composition instruction, for example, targets effective written communication as a necessary component of critical thinking. But nowadays even professional thinkers of deep thoughts frequently fail to communicate—many educators use language that is imprecise, filled with abstractions and jargon. Their language is so loaded with meaningless "buzz" words as to be hopelessly obscure. Both computers and television should be used as teaching tools only with great care. A professor of computer science at Yale, David Gelernter, advises against confusing the means with the ends and blurring the distinction between teaching and learning. The declamatory tradition of the American language is an indispensable element of American freedom going back to this country's foundations. It has always involved the power of words to persuade and the value of interpersonal contact. No impersonal application of media or computers in the classroom can replace this tradition. (Contains 28 notes and 27 references.) (NKA)

ED 400 581 CS 509 371

Glasscock, Sarah, Ed.
10 Women Who Helped Shape America: Short Plays for the Classroom.
Report No.—ISBN-0-590-89645-8
Pub Date—96
Note—97p.

Available from—Scholastic, Inc., 2931 East McCarty Street, Jefferson City, MO 65102 (\$12.95).
Pub Type—Guides - Classroom - Teacher (052) — Creative Works (030)

Document Not Available from EDRS.

Descriptors—Civil Rights, Civil War (United States), Class Activities, *Classroom Techniques, Colonial History (United States), Curriculum Enrichment, *Drama, *Females, Feminism, Intermediate Grades, Junior High Schools, Revolutionary War (United States), *Sex Role Identifiers—Hawaii

Centering on women born before the Civil War, this book presents 10 short plays (for grades 4-8) about American women who contributed in significant

ways to the United States. The plays in the book are designed to enrich existing curricula and may be used in conjunction with the social studies curriculum. Each short play is followed by a teaching guide consisting of a quote by or about the subject of the play; a biography; a brief bibliography; and teaching activities designed to strengthen students' oral, writing, and research skills. After an introductory section, plays in the book are Francisca Hiestrosa (mid 1500s): Exploring America; Pocahontas (c.1595-1617): Between Two Worlds; Anne Hutchinson (1591-1643): An Outspoken Woman; Daughters of Liberty (formed in 1776): Spinning for Liberty; Nancy Ward (c.1738-1824): Nanyehi, Beloved Woman; Elizabeth Blackwell (1821-1910): The Word "No" Never Stopped Her; Lucy Stone (1818-1893): Changing Old Ideas; Ellen Craft (1827-1897): A Train Ride to Freedom; Ida B. Wells-Barnett (1862-1931): Writing the Wrongs; and Queen Liliuokalani (1838-1921): Aloha Oe, Farewell to You. (RS)

ED 400 582 CS 509 372

Zhang, Kewen, Hao, Xiaoming
CMC and Ethnic Communities: A Case Study of Chinese Students' Electronic Publications.
Pub Date—Aug 96

Note—24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (79th, Anaheim, CA, August 10-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, Communication Research, *Computer Mediated Communication, Cultural Context, *Electronic Text, *Ethnic Groups, *Foreign Students, Higher Education, Internet, *Student Participation Identifiers—*Virtual Communities

This paper presents a case study exploring the impact of Computer-Mediated Communication (CMC) on the formation of ethnic social groups, or communities, by examining the case of Chinese students in North America and other parts of the world. The paper (1) reviews the relationship between communication and community; (2) traces the development of the electronic publications on the Internet targeted at the overseas Chinese students; (3) examines the Chinese student virtual communities in existence; and (4) discusses the significance of such communities in view of the mass media and ethnic community relationship. The paper concludes that what has made the communities of Chinese students unique is that they depend almost solely on the new electronic technology of computer networking while other communities are usually helped by the traditional media in their formation. The paper also concludes that the arrival of CMC has provided more opportunities for the establishment of various communities. Contains 47 references and 3 tables of data. (Author/RS)

EA

ED 400 583 EA 026 366

Bridges, Edwin M., Hallinger, Philip
Implementing Problem Based Learning in Leadership Development.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-86552-131-X

Pub Date—95

Contract—RR93002006

Note—211p.

Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 (\$14.95 plus \$3 handling, payable to University of Oregon/ERIC).

Pub Type—Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Administrator Education, Change Strategies, Classroom Techniques, Doctoral Programs, Educational Administration, Higher Education, *Instructional Innovation, *Learning Strategies, *Problem Solving, *Professional Development, Student Evaluation

Identifiers—*Problem Based Learning
Messy, real-life problems provide the starting

point for learning in a radically transformed instructional environment. In problem-based learning (PBL), students in educational administration classes—aspiring and current principals—jointly decide how to deal with the problems and learn leadership skills by facilitating collaboration and building consensus. This book seeks to convey how PBL can become a vehicle for building meaningful connections among research, theory, and practice in the classroom. Chapter 1 elaborates the model, illustrates how it has been used to prepare school leaders, and contrasts PBL with the case method. Chapters 2 through 4 offer strategies for developing PBL instructional materials, describe the instructor's role in implementing PBL in the classroom, and provide suggestions for developing multiple approaches to student assessment. The fifth chapter explores how PBL can be integrated in Ed.D. research, and how PBL can help doctoral students appropriately apply research, theory, and knowledge to problems that arise from educational policy and practice. The final chapter discusses instructional and curricular issues that arise during the implementation process. Appendices contain a sample PBL project, notes of project writing, a sample course syllabus, a project planning form, and a sample evaluation of a student project. One figure and three tables are included. (Contains 54 references.) (LMI)

ED 400 584 EA 027 431

Preparing Schools for the 1990s: An Essay Collection.

Metropolitan Life Foundation.

Pub Date—89

Note—99p.; Companion piece to "The American Teacher, 1989. Preparing Schools for the 1990s" (ED 318 706).

Pub Type—Books (010) — Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Educational Administration, *Educational Change, Educational Technology, Elementary Secondary Education, Federal Aid, Federal Government, Incentives, Instructional Improvement, Public Schools, School Business Relationship, *School Restructuring, Social Stratification, *Teacher Empowerment, *Teacher Role

Education has emerged as a leading national issue for the 1990s. To address some of the current and future issues facing education, Metropolitan Life Insurance Company asked members of the Metropolitan Life Foundation Education Advisory Council to articulate their views about recent and future directions in public-school-improvement efforts. This book, a collection of council members' essays, offers a profile of education in the near future. Articles include the following: (1) "The Implications and Rewards of Teacher Empowerment" (Floretta Dukens McKenzie); (2) "Education Reform: The Good, the Bad, and the Ugly—A Teacher's Perspective" (Kim Natale); (3) "Revolution in Pedagogy" (Patricia Albers Graham); (4) "Teacher Leadership in Reforming Education" (Sherleen Sisney); (5) "Using Current Technologies in Education" (Joan Ganz Cooney); (6) "Class and Caste in American Schools" (Joseph S. Murphy); (7) "Rethinking Children's Policy: Implications for Educational Administration" (Michael W. Kirst and Milbrey McLaughlin); (8) "Changing the System of Schooling So That the School of the Future Has a Chance" (Frank Newman); (9) "Incentives for Reform" (Albert Shanker); (10) "Federal Support for Teacher Improvement" (P. Michael Timpane); (11) "The Imperative for Global Education" (Mary Hatwood Futrell); (12) "Business-School Relations for the 1990s" (Robert G. Schwartz); and (13) "Taking School Reform Seriously—A Parable from War" (Theodore R.Sizer). (LMI)

ED 400 585 EA 027 459

Schorr, Lisbeth, And Others
The Case for Shifting to Results-Based Accountability with a Start-Up List of Outcome Measures.

Center for the Study of Social Policy, Washington, DC.

Pub Date—95

Note—23p.; Product of Improved Outcomes for Children Project (10CFP).

Pub Type—Opinion Papers (120) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Standards, *Accountability, *Educational Assessment, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Performance, School Com-

Community Relationship, *Standards

The current controversy about using results as a way of assessing the success of efforts to improve the lives of children and families, and of shifting to a results-based accountability system, has given rise to hope, fear, and confusion. This paper sets out some of the issues in the shift to results-based accountability and identifies a startup list of outcome measures with annotations on their use. The first section describes what is at stake in the shift toward results-based accountability and identifies the benefits of such a move. The second section discusses the risks, which can be recognized and minimized, involved in making the shift. Community goals and their relationship to results-based accountability are discussed in section 3. Guidelines for starting the shift to results-based accountability are highlighted in the fourth section. The fifth section provides an overview of the new issues raised by results-based accountability, including who decides on the desired outcomes, who is responsible for achieving those outcomes, the goal of process measures, the role of cost-savings measures, and the relationship between results-based accountability and evaluation research. Next steps for results-based accountability include continuing work to make a startup list more useful; new work to increase the significance of what is being measured; and new work to identify intermediate indicators. Products available from the Improved Outcomes for Children Project, which works with states and local communities undertaking reform of educational and human services systems, are also listed. (LMI)

ED 400 586 EA 027 560
A Profile of California's Charter Schools, 1994-95.
 San Diego Chamber of Commerce, CA. Business Roundtable for Education and Charter Schools Consortium.

Pub Date—Mar 96

Note—103p.

Available from—Greater San Diego Chamber of Commerce Business Roundtable for Education, Emerald Shapery Center, 402 West Broadway, Suite 1000, San Diego, CA 92101-3585; fax: (619) 234-0571; phone: (619) 544-1327.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Accountability, *Charter Schools, Educational Innovation, Elementary Secondary Education, *Enrollment, Ethnic Groups, Government School Relationship, Racial Composition, *School Demography, *School Organization, State Legislation, Student Evaluation
 Identifiers—*California

In 1992, California became the second state to enact legislation enabling the creation of charter schools. This report provides information about 44 California charter schools that, as of the 1994-95 school year, had been in operation for at least 1 year. These 44 schools responded to a survey that was sent to each of the 62 California charter schools that were operational during the 1994-95 school year elicited (the response rate was 71 percent). Of the 62 schools, 33 serve elementary grades, 5 serve middle grades, 5 serve high school grades, and 18 serve some combination of the three. The data show wide variation among the schools as to geographic location, size and urbanicity, curricular and instructional practices, and strategies for student assessment. Many charter schools were linked to other national-level education reform efforts, and many had invested heavily in educational technology. In general, the schools used innovative instructional practices, reached out to less advantaged and racially diverse student populations, enjoyed intensive parent and community support, and were laying the groundwork for achieving a deregulated and accountability-driven education system. Charter schools faced the obstacles of inadequate facilities, legal challenges, conflict with school districts, and state-level financial matters. Two figures are included. The appendix contains a table depicting 1994-95 charter-school enrollment and demographic data. (LMI)

ED 400 587 EA 027 702
Hardy, Virginia L. Mayo
School-Based Health Centers: Informing Future Site-Based Interagency Collaboratives.

Pub Date—96

Note—33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agency Cooperation, Bureaucracy, Elementary Secondary Education, *Health Programs, *Health Services, *Integrated Services, *School Community Programs, Shared Facilities, *Shared Resources and Services, Social Services
 Increasingly, health care providers, educators, social service personnel, mental health and juvenile justice professionals, and others recognize that the discrete services they provide cannot meet the complex needs of today's youth and families. This paper presents findings of a descriptive case study that explored the interorganizational problems and solutions of three school-based health centers. Data were gathered through document review; observation; and interviews with a total of 24 school personnel, superintendents and other district administrators, health center staff, and sponsoring agency directors and program liaisons. The three school-based health centers encountered three major challenges: developing and maintaining relationships, maintaining confidentiality, and managing the referral process. The paper offers five recommendations for improving school-based health services: (1) include role counseling or clinical social workers in the services offered; (2) assign broad titles to group counseling sessions; (3) establish an advisory board or council with a broad representative base; (4) establish regular meetings among key members of the school-based program, the principal, and school administrative team; and (5) provide consistent funding. The paper advocates a model of "mandated collaboration," which contains a range of voluntary choices within the mandated structure, or bottom-up reform with top-down support. The program encourages local collaboration within a structure that maintains broad state-mandated requirements. One figure is included. (Contains 103 references.) (LMI)

ED 400 588 EA 027 704
A Business Leader's Guide to Setting Academic Standards.

Business Roundtable, Washington, DC.

Pub Date—Jun 96

Note—40p.

Available from—The Business Roundtable, 1615 L Street, N.W., Suite 1100, Washington, DC 20036.
 Pub Type—Guides—Non-Classroom (055)—Reports—Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Standards, Business Responsibility, Educational Assessment, Educational Policy, Elementary Secondary Education, *Evaluation Criteria, Leadership Responsibility, *Performance, *School Business Relationship, *State Standards, Student Evaluation

What should students learn in school, and how well must they learn it? This question is the subject of intense discussion as states around the nation begin establishing high standards for student performance. In many states, educators and policymakers are turning to the business community for input on developing standards. This guide offers suggestions for business leaders who want to get involved in developing and setting educational standards in their states and communities. The guide describes six options for business involvement in establishing high academic standards; explains important terms and debates in standard-setting, as well as examples of standards; provides a historical overview of the standards movement; discusses the political issues involved; and offers examples in the form of mini-case studies of various standards from around the United States. The conclusion offers tips, drawn from the experiences of business leaders, for developing standards. The key to productive involvement is for business executives to decide how they can most effectively contribute to the standards-setting process and then determine what kinds of standards will work best in their states and communities. The report also contains lists of resources, contact information, and criteria for judging standards. (LMI)

ED 400 589 EA 027 779
Gardner, Jenny
Professional Development Which Provides an Ice-cream on the Pedagogical Cake.

Pub Date—Apr 96

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Decentraliza-

tion, Elementary Secondary Education, *Faculty Development, Foreign Countries, Inservice Education, *Professional Development, Program Effectiveness, Program Implementation
 Identifiers—*Australia

Because the quality of teachers determines the quality of the school system, teachers must be provided with high-caliber inservice programs. During the 1980s, responsibility for the provision of professional development in Australia shifted to local schools. Under the current National Professional Development Program (NPDP), the Australian Commonwealth Department of Employment, Education and Training (DEET) provided funding over a 3-year period (1994-96) to enhance professional development activities for teaching staff in Australian schools. This paper presents findings of a study that evaluated a commercially provided inservice program, "Teaching for Effective Learning." The study examined the program's impact on teacher practices in classrooms and identified factors that influenced the transfer of skills and knowledge learned in the workshops. Data on three groups of teachers were gathered through document analysis, interviews, observation, a questionnaire, and a review of teacher journals. A conclusion is that an inservice program will not bring about change on its own. Success was affected by practical and adaptable content (which teachers could adapt to their classrooms), interpersonal relationships, and use of a language to describe their practices. Barriers to success included lack of clear documentation and inattention to the change process within the workshops. The major obstacle to vertical transfer was the lack of clear articulation of support from senior staff in schools and minimal principal commitment. Despite devolution of management to schools, little had changed in terms of responsibility for ensuring that implementation occurred. It is recommended that more funds be allocated to the implementation process. (Contains 26 references.) (LMI)

ED 400 590 EA 027 829
Schools and Parks: Developing Partnerships.

Virginia State Dept. of Conservation and Recreation, Richmond.

Pub Date—May 93

Note—18p.

Pub Type—Reports—Descriptive (141)—Guides—Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Recreation Programs, Cooperative Programs, Educational Facilities, Elementary Secondary Education, Flexible Facilities, Institutional Cooperation, *Integrated Services, Legal Responsibility, *Parks, *Recreational Facilities, *Shared Facilities, *Shared Resources and Services
 Identifiers—*Virginia

Often, local governments and school boards look for more ways to stretch limited resources in order to provide quality public facilities and services. This report outlines various ways in which schools and parks-and-recreation departments can share facilities, which allows the two parties to split the cost and double the benefits to local citizens. A written agreement should specify the authority for entering the agreement; the intent and purpose of the agreement; description of the facilities, areas, and equipment to be shared; description of the activities and services to be offered; use priority; staffing and supervision requirements; financial arrangements and responsibilities; and operating policy and procedures. Entering into a school-park agreement eliminates unnecessary duplication of programs, provides greater access to public recreation facilities, increases public awareness of funding needs, reduces vandalism, provides access to needed facilities at no cost, and reduces personnel turnover. The report contains a sample model of a Virginia legal agreement between a school board and a parks-and-recreation agency and presents examples of school-recreation department cooperation in various Virginia counties. Attachments include a sample worksheet for itemizing property and a sample schedule that designates legal responsibility. (LMI)

ED 400 591 EA 027 836
Paulston, Roland G. And Others

Mapping Multiple Perspectives: Research Reports of the University of Pittsburgh Social Cartography Project, 1993-1996.

Pub Date—Oct 96

Note—237p.

Available from—Social Cartography Project, 5T16 Forbes Quad, University of Pittsburgh, Pitts-

burgh, PA 15260 (\$10).
Pub Type—Opinion Papers (120) — Collected Works—General (020)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Cognitive Structures, *Comparative Analysis, Comparative Education, Discourse Analysis, *Educational Change, Educational Philosophy, Educational Theories, Epistemology, Hermeneutics, International Education, *Meta Analysis, *Phenomenology

Identifiers—*Social Mapping
The Department of Administrative and Policy Studies (APS), University of Pittsburgh (Pennsylvania), completed six research reports about its Conceptual Mapping Project. The reports reproduced here originally appeared in the "Occasional Paper Series" of the APS. They are presented in order of the chronological appearance as follows: (1) "Mapping Knowledge Perspectives in Studies of Social and Educational Change," June, 1993 (R. G. Paulston); (2) "The Promise of a Critical Postmodern Cartography," August, 1993 (R. G. Paulston and M. Liebman); (3) "Social Cartography: A New Methodology for Comparative Studies" September, 1993 (M. Liebman and R. G. Paulston); (4) "Mapping and Remapping Discourse in Educational Policy Studies," June, 1996 (J. V. Nicholson-Goodman and R. G. Paulston); (5) "Postmodernity's Influence in Comparative Education Theory and Debate," July, 1996 (M. Liebman); and (6) "Mapping Visual Culture in Comparative Education Discourse," August, 1996 (R. G. Paulston). These reports contain numerous tables, figures, references, and notes. (LMI)

ED 400 592 EA 027 845
Charting Reform in Chicago: The Students Speak. A Report.

Consortium on Chicago School Research, IL.
Pub Date—Jul 96

Note—93p. For companion volume, see ED 390 948; for the first two survey reports, see ED 353 699-700.

Available from—Consortium on Chicago School Research, 1313 East 60th Street, Chicago, IL 60637 (\$10 plus \$4 shipping and handling).

Pub Type—Numerical/Quantitative Data (110) — Reports—Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Failure, Academic Persistence, Attendance, *Educational Environment, *Educational Improvement, Elementary Secondary Education, High Risk Students, Low Achievement, School Safety, *Student Attitudes, Student Participation, *Student School Relationship

Identifiers—*Chicago Public Schools IL
By devolving authority to local schools, the 1988 Chicago School Reform Act sought to weaken central power in the school system and to promote greater site-based control. This report presents the voices of Chicago Illinois public school students regarding their school experiences—how they describe their teachers and peers, their classes, and their own efforts. Data were gathered through a survey that was administered during May and June 1994 to a total of 39,000 6th-, 8th-, and 10th-grade students in Chicago Public Schools. Students expressed the most positive attitudes toward their teachers. Elementary school students reported higher levels of engagement when teachers demonstrated keen personal interest in them and also pressed them toward academic work. Although African-American students were less likely than other student groups to report feeling safe, there was considerable variation among African-American schools. The data also suggest that academic standards for many students are too low. The most negative reports of learning climates came from 10th-graders, who were subject to rising absenteeism and course failure. A conclusion is that good instruction rests on a base of human and social resources. The findings support the viability of the Chicago school-improvement framework, which posits the importance of five essential supports for student learning: school leadership, parent involvement, professional development and collaboration, a student-centered learning climate, and quality instructional programs. (Contains 49 references.) (LMI)

ED 400 593 EA 027 864
Beales, Janet R.

Meeting the Challenge: How the Private Sector Serves Difficult To Educate Students. Policy Study No. 212.
Reason Foundation, Los Angeles, CA.
Pub Date—Aug 96

R1E MAR 1997

Note—57p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Accountability, Charter Schools, Delinquency, Disabilities, Educational Policy, Elementary Secondary Education, *High Risk Students, *Private Education, *Private Sector, *Privatization, School Choice, *Special Needs Students

The private sector, including private schools, non-public schools, and homeschools, offers a wide variety of education programs for difficult-to-educate students. These students include the overlapping categories of at-risk youth, adjudicated youth, and children with disabilities. This report provides an overview of private-sector programs that educate special-needs students. It describes the role of private institutions; incorporates examples of private-sector education programs; and identifies various institutional arrangements in the context of performance measures, financial accountability, and student access to services. Policy recommendations include: enhancing provider accountability by measuring student performance and linking results to funding; expanding public and private options for students; and eliminating unnecessary regulations. The report also discusses the implications for school-choice policy. Four tables and one figure are included. Appendices contain information on financial incentives, characteristics of educational placements, brief descriptions of state legislation that allows public schools to contract for alternative education for at-risk students, and a list of service providers and key contacts. (LMI)

ED 400 594 EA 027 869

Harwood, Richard C. And Others.
Meaningful Chaos: How People Form Relationships with Public Concerns. A Report.

Harwood Group, Bethesda, MD.
Spons Agency—Charles F. Kettering Foundation, Dayton, Ohio.

Pub Date—93

Note—51p.

Available from—Kettering Foundation, Order Dept., P.O. Box 41626, Dayton, OH 45441 (\$3).

Pub Type—Reports—Research (143)

Document Not Available from EDRS.

Descriptors—*Citizen Participation, Citizenship Responsibility, *Political Attitudes, Political Issues, Public Affairs Education, *Public Opinion, *Public Policy, *Social Attitudes

The formation of authentic public opinion requires confrontation with political realities and open discussion. This report presents findings of a study, conducted by The Harwood Group, that sought to describe the nature of the process through which citizens learn about public concerns and engage in them. The report argues that the seemingly chaotic process of forming opinions is actually one composed of meaningful patterns and principles. Data were derived from focus-group discussions with 6 groups representing a cross-section of American citizens, interviews with 13 experts, and a literature review. The study identified nine factors that play a pivotal role in citizens' involvement in public affairs: (1) a desire to make connections between public concerns; (2) personal context; (3) a desire for coherence; (4) a need for areas of ambivalence in the public arena; (5) emotion; (6) a desire for authenticity; (7) a desire to play a role in facilitating change; (8) individual catalysts in everyday life; and (9) mediating institutions that bring people together. (LMI)

ED 400 595 EA 027 979

Goals 2000. Hearing before a Subcommittee of the Committee on Appropriations, United States Senate. One Hundred Fourth Congress, First Session. Special Hearing.

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.
Report No.—ISBN-0-16-052523-3; Senate-Hrg-104-414

Pub Date—96

Note—35p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Elementary Secondary Education, Federal Aid, *Federal Legislation, *Federal Regulation, *Federal State Relationship, Government School Relationship, Hearings, National Curricu-

lum, National Programs, Standards, *State Federal Aid, *State Standards

Identifiers—Congress 104th, *Goals 2000

This document contains proceedings of the hearing held on September 12, 1995, before the Subcommittee on Labor, Health and Human Services, and Education, and Related Agencies, which is a subcommittee of the United States Senate Committee on Appropriations. The purpose of the hearing was to hear testimony on the funding for Goals 2000, the Educate America Act. The document contains the opening remarks of Senators Arlen Specter, Harry Reid, Judd Gregg, Slade Gorton, and James M. Jeffords. It contains a summary of and the full prepared statement made by the Secretary of Education, Richard M. Riley. The document also contains the Secretary's responses to senators' questions about the following issues: the possible elimination of the National Education Standards and Improvement Council; the secretarial review of state improvement plans and standards; direct federal grants to localities; national history standards; application requirements for Goals 2000; the importance of Goals 2000 to the economy; and set-aside funds for national programs. The document also contains the statement of Ovide Lamontagne, chairman of the New Hampshire State Board of Education and his answers to queries about federal requirements. (LMI)

ED 400 596 EA 027 980

Hearing on What Works in Public Education.

Hearing before the Committee on Economic and Educational Opportunities, House of Representatives. One Hundred Fourth Congress, Second Session.

Congress of the U.S., Washington, DC. House Committee on Economic and Educational Opportunities.

Report No.—ISBN-0-16-052992-1

Pub Date—31 Jan 96

Note—128p; Serial No. 104-57.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Standards, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Federal State Relationship, Hearings, High Risk Students, High School Equivalency Programs, *Partnerships in Education, *Public Education, *Public Schools, Special Needs Students

Identifiers—Congress 104th

The purpose of the hearing, which was chaired by William F. Goodling, was to disseminate information about the good things that are happening in public education. The document contains the testimonies and prepared statements of the following members of the first panel: (1) Christopher Atchinson, graduate of the West Stand Lake Even Start Program; (2) Mary Brown, an Even Start program supervisor in the Oklahoma Public Schools; (3) Lynn Cherkasky-Davis, a teacher-facilitator at the Foundation School located on Chicago's South Side; (4) Hamid Ebrahimi, executive director of Project SEED, Special Elementary Education for the Disadvantaged; and (5) Samuel C. Stringfield, researcher, Johns Hopkins University. Participants on the second panel included Stanley Litlow, president of IBM Foundation and director of Corporate Support; Frank Brogan, Commissioner of Education of Florida; William Randall, Colorado State Commissioner of Education; Jerry Weast, Superintendent for Guilford County, North Carolina; and James Williams, Superintendent of Education of Dayton, Ohio, City Schools. (LMI)

ED 400 597 EA 027 981

School Bus Safety Issues. Hearing on Examining Defective Handrails Which Have Been Found on School Buses across the Country, the Need for a School Bus Specific Commercial Drivers' License, and the Use of Public Transportation by Students, of the Committee on Labor and Human Resources, United States Senate. One Hundred Fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Report No.—ISBN-0-16-052572-1; Senate-Hrg-104-429

Pub Date—2 Apr 96

Note—129p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional

Sales Office, Washington, DC 20402.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bus Drivers, *Bus Transportation, Certification, Driver Education, Elementary Secondary Education, Hearings, *School Buses, *Student Transportation, Traffic Accidents, *Traffic Safety

Identifiers—Congress 104th

The hearing was held to examine the following student-transportation safety issues: defective handrails on school buses; the need for a school-bus specific-commercial driver's license; and the use of public transportation by students. Senator Mike DeWine presided over the hearing. The document contains testimonies and prepared statements of participants; articles, publications, and letters; communications; questions and answers; and selected charts on school-bus safety. Participants included officials of the National Highway Traffic Safety Administration, the National School Transportation Association, the American Association of Motor Vehicle Administrators, and the American Academy of Pediatrics; a county prosecuting attorney; and school-transportation consultants. (LMI)

ED 400 598

EA 027 982

Harris, Douglas E. Carr, Judy F.

How To Use Standards in the Classroom.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-268-9

Pub Date—96

Note—75p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1453 (Stock No. 196197; \$10.95, nonmembers; \$8.95, members).

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Standards, Classroom Techniques, *Educational Assessment, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Portfolio Assessment, *Student Evaluation, Teacher Role

The proliferation of standards developed at the national and state levels makes preparing a meaningful classroom curriculum a daunting task. This book was designed for teachers who seek a model and processes for designing standards-based units of study to use in their own classrooms. Chapter 1 discusses the purpose of standards and defines content standards and student-performance standards. Chapter 2 offers guidelines for merging standards, local curriculum, and classroom practice. The third chapter describes the process for designing standards-based units of study. Sources of evidence to document student progress are discussed in chapter 4. The fifth chapter offers tips for selecting assessment criteria, scoring guides, and exemplars. Suggestions for communicating with students, parents, community members, colleagues, and administrators are set forth in chapter 6. The final chapter outlines steps and questions by which to guide the local process of setting and implementing standards. Appendices contain a sample case-study simulation, a curriculum-assessment form, characteristics of standards-based curriculum and assessment, a planning worksheet, and a student questionnaire. Twelve figures are included. (Contains 31 references.) (LMI)

ED 400 599

EA 027 983

Udall, Denis, Ed. Mednick, Amy, Ed.

Journeys through Our Classrooms.

New American Schools Development Corp.

Report No.—ISBN-0-7872-2309-3

Pub Date—96

Note—167p.

Available from—Kendall/Hunt Publishing Company, 4050 Westmark Drive, Dubuque, IA 52002.

Pub Type— Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Standards, *Active Learning, Curriculum Design, *Curriculum Development, *Educational Innovation, Educational Philosophy, Elementary Secondary Education, *Experiential Learning, Learning Activities, Learning Strategies, Reflective Teaching, *Relevance (Education), Service Learning

Identifiers—*Expeditionary Learning Outward Bound

The founders of Expeditionary Learning Outward

Bound drew on the metaphor of a wilderness expedition to develop a framework for curriculum design. During "learning expeditions," teachers and students pursue long-term intellectual investigations build around significant projects and performances. The investigations take students out into the world and bring the world into the classroom, and they often provide students with opportunities to serve the wider community. This book assembles the stories of teachers who, for the past several years, have been immersed in creating and teaching curriculum that takes the form of such expeditions. The 12 stories were written by teachers to serve as the starting point for ongoing conversations about developing purposeful, intellectually rigorous investigations. The introduction highlights some of the key elements of an expeditionary curriculum: creating strong connections to the outside world, joining relevance and complexity, using reflection and assessment, and setting high standards. The appendix highlights the design principles of Expeditionary Learning Outward Bound and provides information on the program. (LMI)

ED 400 600

EA 027 984

Mathews, David

Is There a Public for Public Schools?

Charles F. Kettering Foundation, Dayton, Ohio.

Report No.—ISBN-0-923993-02-9

Pub Date—96

Note—81p.

Available from—Kettering Foundation, 200 Commons Road, Dayton, OH 45459 (\$9.50).

Pub Type— Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Citizenship Responsibility, Community Involvement, *Community Support, Elementary Secondary Education, *Public Education, Public Opinion, *Public Schools, *Public Support, *School Community Relationship

Despite a long tradition of public support for public education, America today is experiencing the erosion of public commitment to public schools. Chapter 1 of this book describes the reasons for the disconnection between schools and communities and argues that fundamental change must start with the public and within the community in order to effectively overcome the structural impediments in school systems that tend to block change. Presenting the view that schools are extensions of their communities, the book argues that change must start with the community and its concerns rather than focusing on the schools and their goals. Community development must precede educational reform. Chapter 2 provides a historical overview of the public's relationship with public education. The third chapter offers steps for developing "public strategies" to recharter schools—to discover ways to reconnect schools to the purposes of communities. The final chapter describes what makes public life vigorous and healthy and introduces a new paradigm for understanding communities. An index is included. (LMI)

ED 400 601

EA 027 986

Evans, Jennifer Payne

A Dialectic Analysis of Leadership, Communication, and Conflict Management Styles.

Pub Date—28 Sep 96

Note—18p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conflict Resolution, Interpersonal Communication, *Interprofessional Relationship, Leadership, *Leadership Styles, *Organizational Communication, Problem Solving, *Women Administrators

This paper describes the conflicting leadership styles of two women administrators of a nonprofit organization, the Miracle Riders Program in Tuscaloosa, Alabama. It also offers suggestions for how the executive director and a board member/program manager could work together toward a shared organizational objective. Miracle Riders, sponsored by United Cerebral Palsy of Tuscaloosa, is a therapeutic horseback riding program for children and adults. Data were gathered through interviews and participant observation. An analysis of the two leadership styles concluded that the executive director operated in the public arena, was most comfortable with formal structure, and used a rational management style. The manager operated in the private arena, preferred working within informal structure, and utilized a nonrational management style. In order for the two administrators to attain their common objective of developing the program as an

independent nonprofit organization, they must first develop a collegial relationship and focus on the task at hand by using a collaborative, problem-solving approach. (LMI)

ED 400 602

EA 027 987

Bauer, Norman J.

Policy Alternatives for Post-Industrial America Suggested in the "Bell Curve": The Untold Story.

Pub Date—Apr 96

Note—14p.; Paper presented at the Annual Spring Conference of the New York State Foundations of Education Association (Oneonta, NY, April 19-20, 1996).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, *Cognitive Ability, Elementary Secondary Education, Elitism, Equal Education, Foundations of Education, Government Role, Group Status, *Intelligence Differences, *Public Policy, *Social Stratification, *Track System (Herrnstein)

Identifiers—*Bell Curve (Herrnstein and Murray), Herrnstein (Richard), Murray (Charles)

The primary problem that Richard J. Herrnstein and Charles Murray address in their book, "The Bell Curve," is that an unrecognized societal migration has been emerging in American society since 1950. People with high IQs are rewarded socially and economically, while the rest of the population has remained stagnant. This paper describes Herrnstein's and Murray's assumptions about human intelligence, which are derived from the classical tradition. The paper argues that the enormous controversy generated by their theories about ethnic differences in cognitive ability; ethnic inequalities in relation to IQ; the demography of intelligence; and social behavior and the prevalence of low cognitive ability, has obscured the implications for social issues and policies. The lesson of "The Bell Curve," this paper argues, is that there are substantial numbers of people with limited cognitive ability who exhibit the behaviors and problems that dominate the nation's social policy agenda. The paper asks how the United States should shape its policies to deal with the twin realities that: (1) people differ in intelligence for reasons that are not their fault, and (2) increasingly and inexorably, intelligence is becoming the major factor that will have a long-term effect on how well people do in this post-industrial, high-tech culture. Because of the advent of advanced, highly complex technologies, and because of the ways in which these technologies tend to have a debilitating effect on the opportunities for many people with less cognitive ability to construct a good life for themselves, Americans must give serious consideration to the consequences for society. (Contains five references.) (LMI)

ED 400 603

EA 027 991

Kaufman, Phillip And Others

A Comparison of High School Dropout Rates in 1982 and 1992. Technical Report.

MPR Associates, Berkeley, CA.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.; National Inst. on Student Achievement, Curriculum, and Assessment (OERI/ED), Washington, DC.

Report No.—ISBN-0-16-048841-9; NCES-96-893

Pub Date—Oct 96

Note—119p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Demography, *Dropout Characteristics, *Dropout Rate, Dropout Research, Dropouts, Equal Education, Family Characteristics, Family Structure, High Risk Students, High Schools, *High School Students, Socioeconomic Background, Student Attrition, *Student Characteristics

The decade of the 1980s saw great change in the educational system. This report examines the changing demographics of high school students over the last decade and investigates the impact that these changes may have had on high school dropout rates. Specifically, the study examined the changing nature of the high school population during the last decade and describes the different effects of various student-level characteristics on the propensity for students to drop out of school between 1980 and

1982 compared to 1990 and 1992. The report provides data that depict changes in the characteristics of students' families, in students' economic backgrounds, in dropout rates, and in the characteristics of dropouts. Data show that during the 1980s, a growing number of students with characteristics traditionally associated with school failure began attending high school; at the same time, high school dropout rates decreased by almost 50 percent. The declines occurred among students with a variety of characteristics—minority and majority students, students in intact families and nonintact families, and students with children of their own living in their household. Many groups of students traditionally considered "at risk" for school failure dropped out at lower rates in 1990 than in 1980. However, there were other groups of students whose dropout rates did not improve. These were students from poor families, who had histories of poor academic achievement, and who had multiple risk factors in their backgrounds. The study used data on two cohorts of high school sophomores collected by the National Center for Education Statistics—the sophomore cohort of 1980 from the High School and Beyond (HS&B) study, and the sophomore cohort of 1990 from the National Education Longitudinal Study of 1988 (NELS:88). Appendices contain methodological notes, standard error tables, and multivariate analyses. Eight figures and 57 tables are included. (LMI)

ED 400 604

EA 027 994

Lockwood, Anne Turnbaugh

Tracking: Conflicts and Resolutions. Controversial Issues in Education.

Report No.—ISBN-0-8039-6268-1

Pub Date—Sep 96

Note—80p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (ISBN-0-8039-6480-3, hardcover, \$28.95; ISBN-0-8039-6268-1, softcover, \$12.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Ability Grouping, Curriculum Design, Elementary Secondary Education, *Grouping (Instructional Purposes), *Heterogeneous Grouping, Homogeneous Grouping, Mixed Age Grouping, *Social Stratification, *Student Placement, *Track System (Education)

The educational tracking system raises highly controversial issues. This book offers both the viewpoints of researchers who have grappled with the issue of tracking and the personal experiences of school staff who have wrestled with the issue of whether or not to track instruction. It presents summaries of interviews that were conducted with three researchers and two practitioners. The researchers include Adam Gamoran, professor of Sociology and Educational Policy Studies at the University of Wisconsin-Madison; Reba Neukom Page, visiting associate professor of education at Harvard; and Anne Wheelock, an advocate for detracking schools. The two practicing educators include Roger Genest, a veteran English teacher and English department chair at Pioneer Valley Regional High School in Northfield, Massachusetts, and Anna Hunderfund, Assistant to the Superintendent for Curriculum and Instruction in the Jericho Union Free School District in Jericho, New York. Although each of the individuals expressed distinct perspectives, the following themes permeated their views: (1) tracking is not the real issue in schools; rather, more complex and difficult questions about curriculum and instruction are the more substantive and difficult problems with which schools must contend; (2) arguments about whether or not to track instruction further polarize districts and communities and can lead to a climate in which nothing productive related to better curriculum and instruction will be achieved; (3) heterogeneous instruction does not mean that students with poor academic backgrounds are left to flounder, nor that the brightest students carry the burden of learning for the others; (4) heterogeneous instruction does not mean that everyone should be treated the same, nor does it mean that everyone is the same; and (5) the quality of leadership figures significantly into the question of whether heterogeneous instruction will be realized or simply acted upon and ultimately dismissed as another educational trend. (LMI)

ED 400 605

EA 027 995

Sagor, Richard

RIE MAR 1997

Local Control and Accountability: How To Get It, Keep It, and Improve School Performance.

Report No.—ISBN-0-8039-6412-9

Pub Date—Sep 96

Note—137p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (ISBN-0-8039-6412-9, \$18.95, softcover; ISBN-0-8039-6411-0, \$42.95, hardcover).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Accountability, Action Research, Educational Assessment, Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Organizational Climate, *Organizational Development, *Participative Decision Making, *Performance, School Culture, *Teacher Effectiveness

The movement toward school-based management (SBM) has promoted the need for self-imposed accountability. This book provides specific examples of strategies that schools have used to successfully implement SBM and to enhance their accountability functions. Chapter 1 provides the rationale for undertaking accountability measures, and the second chapter examines commonly used, biased decision-making models. The third chapter explains the three building blocks of accountability—vision setting, collaborative action research, and performance assessment. Chapters 4 through 9 offer scenarios that depict how SBM-schools might move from biased decision making to data-based decision making. The situations involve meeting the needs of at-risk students, implementing major system changes, developing a shared vision in order to confront literacy concerns, arbitrating conflicts over inclusion, gaining public support for local initiatives, and using accountability processes to motivate teachers and improve school culture. Thirty figures and an index are included. (Contains 24 references.) (LMI)

ED 400 606

EA 027 996

The Nevada Class Size Reduction Evaluation Study, 1995.

Nevada State Dept. of Education, Carson City.

Pub Date—Mar 95

Note—97p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, *Class Size, Primary Education, Scores, *Small Classes, Surveys, *Teacher Student Ratio, *Teacher Student Relationship

Identifiers—*Nevada

A primary purpose for reducing the student-teacher ratio in the early grades is to make students more successful in their later years. This document contains two separate, but interrelated reports that examined two aspects of the 1989 Class Size Reduction (CSR) Act in Nevada. The Act called for a reduction in student-teacher ratios for selected kindergarten classes and for grades 1-3. The two studies evaluated the outcomes of CSR in all 17 Nevada school districts. The first study, which examined changes in Comprehensive Test of Basic Skills (CTBS) scores, concluded that the act was successful in reducing the student-teacher ratio within Nevada's second-grade classrooms. Team teaching helped to reduce the ratio for approximately 34 percent of the state's second-grade students. The effect of lower ratios, however, was mixed. Short-term success was reflected in higher reading and mathematics scores. However, special education status, English-Second-Language status, ethnicity, free-lunch eligibility, and class configuration were more important factors than class size in predicting a student's CTBS score. Although a portion of the differences between student scores were explained by class size and student characteristics, approximately 90 percent of the differences were unexplained by the data. Recommendations include: (1) Fully fund the CSR program for the grades it covers; (2) fund programs that target preschools and early intervention programs for special populations; (3) fully fund a comprehensive evaluation of the program; (4) develop a longitudinal evaluation design that relies on existing state-mandated testing; and (5) provide funding to include teacher and staff development. The second study surveyed all Nevada elementary school principals, all first- and second-grade teachers, and parents of students in CSR classrooms. The surveys elicited generally favorable responses toward CSR. (Contains 29 references, 56 tables, and

6 figures.) (LMI)

ED 400 607

EA 027 997

West, Mike

Block Schedule: Breaking the Barriers.

Pub Date—24 Oct 96

Note—12p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (New Orleans, LA, March 16-19, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alternate Day Schedules, *Block Scheduling, Change Strategies, Curriculum Development, Double Sessions, High Schools, Instructional Improvement, Program Implementation, School Schedules, *Time Blocks

Identifiers—Clark County School District NV
As of 1996, Chaparral High School in Las Vegas, Nevada, was in the fourth year of a radical restructuring effort. The school changed from a 6-period day, composed of 51-minute periods, to an alternating day schedule, composed of 3 102-minute periods per day. This report describes how the school developed and implemented the new schedule. Faculty and administrators followed the six-step change process recommended by Dr. Willard Daggett, of the Instructional Center for Leadership in Education. The stages include: create an awareness; base outcomes on adult roles and skills needed to compete in the job market; identify the necessary skills, knowledge, and behaviors needed for success; identify the negotiables and nonnegotiables; develop a plan; and implement the reforms. The school also added meaningful school-to-work courses, staff development, and multiple methods of assessment. In a survey administered to students, staff, and parents after the first year of the new schedule, 56 percent of the students rated their experience in the new program as "going great," while almost 70 percent of faculty rated their level of support for the new program at 90 percent. Other outcomes attributed to the new program include a calmer campus atmosphere, more positive teacher-student relationships, a slight increase in some standardized test scores, and a constant attendance rate. Five figures are included. (LMI)

ED 400 608

EA 028 001

Bodinger-deUriarte, Christine And Others

Educational Partnerships. Case Studies.

Southwest Regional Lab., Los Alamitos, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 95

Contract—RP91161001

Note—87p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agency Cooperation, *Cooperative Programs, Curriculum Development, *Education Work Relationship, Elementary Secondary Education, Institutional Cooperation, *Integrated Services, Nontraditional Education, *Partnerships in Education, School Community Programs

The United States Congress enacted the Educational Partnerships Act in 1988. The Educational Partnerships Program (EPP) stimulated the creation of educational partnerships to demonstrate their contribution to educational reform. The Office of Educational Research (OERI) provided funds to 30 educational partnerships. This document contains five case studies, each of which focuses on one aspect of an educational partnership: an integrated-services partnership, a health-and-social-services partnership, a storefront program for dropouts, a school-to-work transition partnership, a curriculum-and-instruction-focused partnership, and a multifocus partnership. Some of the lessons learned include: (1) Outside funding stimulates action; (2) each participating organization is challenged to change policies and procedures; (3) partnership approaches require adaptation to fit each community, school district, and school; (4) organizational mavericks need support to strengthen the program; (5) a shared vision and deep commitment among partners can overcome program design weaknesses; (6) leadership is critical in a complex partnership; and (7) educational partnerships may be used to leverage additional funding for activities or to garner support for school reform in a community. The appendix lists members of the educational partnerships study group. (LMI)

ED 400 609

EA 028 002

42 Document Resumes

Williams, L. Patricia, Comp.

The Regulation of Private Schools in America: A State-by-State Analysis.

Department of Education, Washington, DC. Office of Nonpublic Education.

Report No.—ISBN-0-16-048090-6

Pub Date—[96]

Note—225p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Accreditation (Institutions), Compliance (Legal), *Court Litigation, Elementary Secondary Education, *Financial Support, Private Education, *Private Schools, State Church Separation, State Curriculum Guides, State Legislation, *State Regulation, State Standards

Today, a parent's right to choose a private education for his or her children is reflected in the statutes of all 50 states. State regulation of private schools, however, is not without limitations. The challenge to state legislators in regulating private schools is to draft legislation that: (1) respects the fundamental right of parents to direct the education of their children; (2) protects the states' interest in an informed citizenry but avoids interference with religious beliefs unless compelling interests are at issue; and (3) avoids comprehensive regulation of private education that would deprive parents of any choice in education. This handbook presents findings of a study, initiated by the Office of Nonpublic Education, U.S. Department of Education, that conducted a state-by-state analysis of state laws regulating private education. The study, which includes all 50 states, Puerto Rico, the Virgin Islands, and the District of Columbia, identified the following general areas of regulation advanced by state legislators: recordkeeping and reports, licensing/registration/accreditation, health and safety, curriculum, and public funding. The data show that none of the states regulates private schools in the same way. The report contains comparison charts depicting state oversight of private schools, state-mandated educational requirements, and public assistance to private schools and private school children. (LMI)

ED 400 610 EA 028 003 **Reviewing Applications for Discretionary Grants and Cooperative Agreements: A Workbook for Application Reviewers.**

Horace Mann Learning Center (ED), Washington, DC.

Report No.—ED/OM-91-6

Pub Date—Oct 91

Note—105p.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Budgets, Cost Effectiveness, Efficiency, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Federal Programs, Grants, Program Evaluation, Program Validation

Application review is the most important part of the Department of Education's funding process and is designed to ensure that projects are worthwhile and that awards are fair and impartial. The critical step in application review is competitive, objective evaluation by reviewers. This workbook was developed by the Department of Education to clarify reviewers' responsibilities and to sharpen their review skills in order to improve the quality of the application reviews. The workbook provides guidelines for: (1) understanding the application-review process and the reviewer's role and responsibilities; (2) comprehending the roles of other personnel; (3) reading and analyzing applications more efficiently; (4) applying selection criteria while reviewing an application; (5) writing detailed comments about an application's strengths and weaknesses; (6) scoring applications correctly; and (7) serving on a panel. A glossary is included. (LMI)

ED 400 611 EA 028 005 **Managing Change Toward Site-Based Management.**

Terry, Paul M.

Pub Date—95

Note—17p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (48th, Indian Wells, CA, August 9-13, 1994).

Pub Type— Information Analyses (070) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Collective Bargaining, *Decentralization, Elementary Secondary Education, Institutional Autonomy, *Participative Decision Making, Program Implementation, Resistance to Change, *School Based Management, State Legislation

The successful implementation of site-based management (SBM) requires time and changes in the role expectations among all members of the school community. Because needs and achievement levels differ among schools, there is no one best way to implement SBM. Schools are better off developing their own self-starting, working models. This paper defines SBM and offers a rationale for embracing change. It also offers a historical overview of the development of SBM, discusses current research findings about SBM, reviews successful models of SBM and the roles and responsibilities of participants, describes pitfalls, and provides overview of legislative action and legal considerations. (LMI)

ED 400 612 EA 028 006 **Terry, Paul M.**

Preparing Educational Leaders To Eradicate the "Isms".

Pub Date—21 Jul 96

Note—10p.; Paper presented at the Annual Meeting of the International Congress on Challenges to Education (Palm Beach, Aruba, July 10-12, 1996).

Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Cultural Pluralism, Disabilities, *Diversity (Institutional), *Educational Administration, Elementary Secondary Education, Homophobia, *Leadership Training, Racial Bias, Sex Bias

Educational administration programs have an obligation to link theory with practical applications. However, the content of programs must also emphasize that aspiring administrators have a moral responsibility to eradicate the "isms"—classism, racism, sexism, homophobia, ageism, and ableism. This paper asserts that administrators must develop a sensitivity to and understanding of other ethnic cultures, be prepared to reduce discrimination against stigmatized cultural groups, and be able to develop problem-resolution strategies. The Indiana University-Purdue University Fort Wayne Educational Administration program designed and implemented a course to examine current problems in human relations and cultural awareness. The paper highlights the following questions: Should we have a specific course designed to address the "isms"? How should we address the "isms" in preparing educational leaders? And are we adequately preparing educational leaders to deal with the "isms"? (LMI)

ED 400 613 EA 028 007 **Terry, Paul M.**

The Principal and Instructional Leadership.

Pub Date—Aug 96

Note—28p.; Paper presented at the Annual Meeting of the National Council of Professors in Educational Administration (Corpus Christi, TX, August 1996).

Pub Type— Speeches/Meeting Papers (150) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrator Role, Elementary Secondary Education, *Instructional Leadership, Interprofessional Relationship, *Leadership, *Leadership Responsibility, Leadership Styles, *Principals, School Administration, School Restructuring, School Supervision, Teacher Administrator Relationship

Effective-schools research has determined that successful schools are invariably led by a principal who is recognized as an instructional leader. This paper synthesizes and attempts to clarify the most recent perspectives on instructional leadership. Data sources included professional educational journals, trade books on leadership, and anthologies of articles written by professional educators. The paper defines instructional leadership and identifies the personal and professional characteristics of instructional leaders and the tasks in which they engage themselves and others. The paper also discusses strategies for implementing instructional leadership at the school site, the role of the central office in enhancing instructional leadership, the effects of effective instructional leadership on student achievement, and transformational leadership. The

paper recommends restructuring the principal's role so that the principal focuses on performing administrative functions and delegates instructional/curricular responsibilities to a curriculum director who works with lead teachers. (LMI)

ED 400 614 EA 028 009 **Hall, Robert F. Pierson, Max E.**

Illinois School Finance.

Pub Date—Aug 92

Note—20p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (46th, Terre Haute, IN, August 8-13, 1992).

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, Educational Economics, *Educational Equity (Finance), *Educational Finance, Elementary Secondary Education, Equalization Aid, *Financial Exigency, Fiscal Capacity, Property Taxes, *School Districts, State Aid, State Legislation, *Tax Effort

Identifiers—*Illinois

In 1992, economic recession and the resulting drop in anticipated revenues placed the Illinois educational system in a state of financial crisis. Two related developments included delayed state aid payment and a 3-percent budget recession. This paper presents findings of a study that examined the effect of the decline in funding on Illinois public schools. A questionnaire mailed to all 939 Illinois school districts in March 1992 elicited a total of 486 responses, approximately a 52 percent response rate. The districts' responses to questions about their fiscal capacity were compared to data for 1990. Other sources were not used to verify the self-reported data. The data show a dramatic drop since 1990 in the percentage of school districts reporting their finances as adequate. There was no significant variation by school district type, region, or enrollment size. The data also show that fewer districts attempted to pass tax referendums in 1992 than in 1990; property-tax relief/reform remained a significant issue in many districts; taxpayer pressure appeared to keep taxes lower than the statutory maximums in some regions of the state; superintendents would spend any extra tax revenue on additional programs, teachers, and supplies; and finally, the recession and delayed state aid payments resulted in cutbacks in classroom supplies, reduced expenditures in maintenance and equipment purchases, and increased short-term debt. The paper also provides a brief overview of state-school financial initiatives. Eight tables are included. (LMI)

ED 400 615 EA 028 010 **Nixon, Jon And Others**

Encouraging Learning: Towards a Theory of the Learning School.

Report No.—ISBN-0-335-19087-1

Pub Date—96

Note—152p.

Available from—Open University Press, Taylor & Francis, 1900 Frost Road, Suite 101, Bristol, PA 19007 (\$24.95 payable to Taylor & Francis).

Pub Type— Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Democracy, *Educational Change, *Educationally Disadvantaged, Educational Policy, Foreign Countries, Free Enterprise System, *Learning Strategies, *School Restructuring, Secondary Education, Social Influences, *Social Structure, Sociocultural Patterns, Student Motivation

Identifiers—*United Kingdom

Serious confrontation of the problems facing education requires a reform of the organizing principles of learning: a shift from an instrumental purpose to the moral and political purpose of cultural renewal, from learning for economic purposes to learning for citizenship. This book focuses on the work of secondary schools in the contexts of disadvantage and on the overwhelming need to motivate young people and foster in them a sense of purpose and optimism. Chapter 1 presents an overview of changes in educational policy in England and Wales from 1988 to the present. It argues that alternative reform agendas of recent years have failed to grasp the magnitude of disadvantage or to understand the social, moral, and political significance of change. The second chapter explores the different conceptions of learning that have prevailed in the postwar period and what they imply for developing young people's senses of worth and capacities. It defines learning in terms of agency and capacity and describes the in-

stitutional structures and cultural forms that underlay the different learning patterns. Chapters 3 and 4 articulate the codes, practices, and institutional structures of schools that express the values of active learning, which are essential if schools are to become "learning schools." The process requires shifts at a number of levels to a value-driven institutional level, integrative practices, and codes of cultural differentiation. The final chapter develops a vision of schools within a learning democracy. Five figures and an index are included. (Contains 117 references.) (LMI)

ED 400 616 EA 028 011

McCollum, Heather

Lessons for School-Based Reform.

Policy Studies Associates, Inc., Washington, DC. Spons Agency—Department of Education, Washington, DC.

Pub Date—[96]

Contract—LC89089001

Note—48p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Curriculum Design, *Educational Change, *Educational Innovation, Elementary Secondary Education, *High Risk Students, Leadership, Outcomes of Education, Parent Participation, Program Implementation, *School Restructuring, Staff Development

Identifiers—*Department of Education

Beginning in 1990, the United States and the Organisation for Economic Cooperation and Development (OECD) conducted an international, 14-nation study of programs for at-risk children. This report presents findings from the second year of the study, during which the Planning and Evaluation Service of the U.S. Department of Education reviewed the following five programs: The Accelerated Schools Project, Success for All, the School Development Program, school-based management projects, and the Higher Order Thinking Skills Program (HOTS). The study investigated several important dimensions of reform, including model adoption and implementation, leadership and staff development, resources, curriculum and instruction, and parent involvement. Data were gathered from interviews and observations conducted at site visits made during spring 1992. Each section of the report begins with an overview of the theoretical foundation of the program, a summary of specific program components, and brief descriptions of the study sites. Highlights of the findings include the following: (1) the broader the scope of the intervention, the more program implementation depended on context rather than content; (2) time, rather than money, was the scarcest resource for most of the programs; (3) although program sponsors were very aware of the need for improved staff development, professional-development opportunities that contributed to teachers' intellectual growth were still the exception rather than the rule; (4) involving parents was often extremely challenging, even when reforms offered them decision-making roles; (5) governance-based reforms may generate legitimate outcomes that have no direct relationship to students, such as improved teacher work-lives; (6) interesting and challenging instruction geared toward higher order thinking skills were still quite rare in classrooms; and (7) even with the most successful reform initiative, connections to other social services may be essential. (LMI)

ED 400 617 EA 028 012

Ravitch, Diane

National Standards in American Education: A Citizen's Guide.

Brookings Institution, Washington, D.C.

Report No.—ISBN-0-8157-7352-8

Pub Date—95

Note—223p.

Available from—Brookings Institution, 1775 Massachusetts Ave., N.W., Washington, DC 20036.

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Academic Standards, *Educational Objectives, *Educational Policy, Elementary Secondary Education, Evaluation Criteria, National Competency Tests, *National Curriculum, Performance, Scores, Standardized Tests, Student Evaluation, Test Norms, Test Score Decline

Identifiers—*National Standards

In recent years, public dissatisfaction with education has led educators, citizens, and policymakers to consider creating a national system of standards and

assessments. This dissatisfaction resulted in movement to establish national standards and assessments in U.S. education. These standards are designed to raise the achievement levels of all students. Chapter 1 examines the idea of standards, why they are important in most walks of life, and what they mean in education. It also considers the cases for and against national education standards. Chapter 2 provides an overview of the history of standards and assessments in U.S. education. The third chapter analyzes various indicators of educational achievement, including student performance on the Scholastic Aptitude Test, the National Assessment of Educational Progress, international assessments, and course-taking patterns. Chapter 4 explores the major ideas of scholars and policymakers that shaped the national discussion of standards and assessments. The politics of standard setting at the national and state levels is examined in the fifth chapter. It reviews the passage of the Goals 2000 legislation in Washington, D.C., and the controversies over standards occurring in the states. Recommendations are offered in chapter 6 regarding the role of the states, institutions of higher education, and business. A system of standards and assessments will not remedy all the problems with which U.S. education is faced; however, it will improve the areas of teaching and learning. Four tables, five figures, and chapter footnotes are included. The appendix contains the National Education Goals. (LMI)

ED 400 618 EA 028 013

Arnstein, Donald

Democracy and the Arts of Schooling.

Report No.—ISBN-0-7914-2722-6

Pub Date—95

Note—304p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-2722-6; cloth: ISBN-0-7914-2721-8).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, *Aesthetic Values, *Democratic Values, Educational Assessment, Educational Objectives, Elementary Secondary Education, Learning Strategies, School Desegregation, *School Restructuring, *Socialization, Social Values

Contemporary societies use schools and schooling to socialize their young and only by deliberate attention to the aesthetic quality of the experiences of learning will learning actually occur. Following the introductory chapter, chapter 2 describes how aesthetic quality in learning experience is dependent on establishing democratic social conditions. Chapter 3 discusses what is involved in learning, why some educational goals are unrealistic, and why certain kinds of dispositions are worth aiming for because they are justifiable and achievable. Chapter 4 examines the nature of the aesthetic and discusses the particular educational conditions that are likely to foster aesthetic quality in students' experience. Chapters 5 and 6 show how the aesthetic is related to matters as diverse as the pursuit of curiosity, problem solving, lectures, creativity, and repetitive-drill work. The sixth chapter shows how the achievement of high-quality experience in a social setting can advance the legitimate goals of socialization as well as education. Chapter 7 describes how socialization can be improved and offers examples of schools that have successfully provided students with both education and a democratic kind of socialization. The eighth chapter describes how the purpose of the school system is incompatible with education and why education-reform movements that focus on improving the system are irrelevant to education. Chapter 9 illustrates why the system of standardized testing of students must be abolished and proposes broad changes in the ways that teachers are educated, trained, placed in their jobs, and organized. The 10th chapter explains why segregated schools cannot be good schools, whether they are located in ghettos or in wealthy suburbs. It offers suggestions for how the young can be educated through selected work experiences as an alternative to full-time academic study. An index and chapter notes are provided. (LMI)

ED 400 619 EA 028 014

Lawrence, C. Edward Vachon, Myra K.

The Incompetent Specialist: How To Evaluate, Document Performance, and Dismiss School Staff.

Report No.—ISBN-0-8039-6439-0

Pub Date—97

Note—226p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320 (ISBN-0-8039-6439-0, paper; ISBN-0-8039-6438-2, cloth).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Compliance (Legal), *Dismissal (Personnel), *Due Process, Elementary Secondary Education, Job Performance, Parent Grievances, *Personnel Evaluation, Professional Personnel, School Counselors, *School Personnel, School Psychologists, School Social Workers, Special Education, *Specialists, Teacher Improvement, Therapists

A large number of school administrators are reluctant to evaluate school specialists and/or teachers who work with special-needs students. However, because Public Law 94-142 was passed to protect and improve the quality of education for children who have special needs, administrators have a duty to uphold the right of all students to a quality education. This book explains the procedures used to document and evaluate the work of the incompetent school specialist to recommend his or her dismissal. The strategies are predicated on the following assumptions: (1) the purpose of supervision and evaluation is to improve job performance; (2) all students have an inalienable right to quality education; (3) just cause is required when a recommendation for dismissal is made; and (4) due process is required to provide the staff member with an opportunity to hear testimony against him or her and an opportunity to respond. The book's guidelines meet the due-process requirements and provide ample opportunity for either the nontenured or tenured school specialist to improve his or her performance. Each chapter provides suggested protocols, sample forms and letters, and administrative tips. Following an overview of the evaluation process, chapters provide guidelines for establishing the foundation for the evaluation process, beginning the evaluation process, identifying the school specialist in need of intensive assistance, implementing a plan of intensive assistance, deciding on retention or dismissal, following through with the dismissal process, and preparing for the third-party hearing and bringing closure to the evaluation process. Resource A contains a schematic view showing the relationship among the specialist's evaluators and the evaluators' responsibilities and a suggested timeline for carrying out actions. Resource B provides a sample portfolio documenting the unsatisfactory performance of a guidance counselor and the administrative actions taken. (LMI)

ED 400 620 EA 028 015

Zirkel, Perry A. And Others

A Digest of Supreme Court Decisions Affecting Education, Third Edition.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Report No.—ISBN-0-87367-475-8

Pub Date—95

Note—234p.

Available from—Phi Delta Kappa, Order Dept., P.O. Box 789, Bloomington, IN 47402-0789 (\$22 plus \$3 processing fee).

Pub Type—Books (010) — Legal/Legislative/Regulatory Materials (090)

Document Not Available from EDRS.

Descriptors—Civil Rights, *Constitutional Law, *Court Litigation, Disabilities, Due Process, Educational Finance, Elementary Secondary Education, Government School Relationship, *Legal Responsibility, Private Education, Public Education, Racial Discrimination, *School Law, Sex Discrimination, State Church Separation, Student Rights

Identifiers—*Supreme Court

This digest was designed to fill a gap in the legal literature and knowledge of educators; it was not intended to serve as an intensive or interpretive legal analysis. It provides a comprehensive and concise set of individual case summaries of United States Supreme Court cases decided by the Court as of December 1994. The cases were selected on the basis of their national impact on students and staff in public and private schools from grades K-12. Seven chapters provide cases pertaining to school-district governance and finance; church-state relationships in education; student rights and responsibilities; employee rights and responsibilities; discrimination based on disability, national ori-

44 Document Resumes

gin, race, and sex; special rules relating to civil rights cases; and procedural parameters. The table of contents identifies the categories of litigants and lists cross-references. A glossary, table of cases, and index are included. The appendix contains a list of frequently cited constitutional provisions. (LMI)

ED 400 621 EA 028 016

Hornstad, Wayne
Anatomy of a Book Controversy.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-482-0
Pub Date—95
Note—147p.
Available from—Phi Delta Kappa, Order Dept., P.O. Box 789, Bloomington, IN 47402-0789 (\$13.50 plus \$3 processing fee).
Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Academic Freedom, *Censorship, Conflict, *Controversial Issues (Course Content), Educational Policy, Junior High Schools, Middle Schools, *Moral Values, *Policy Formation, *Politics of Education, Power Structure, Social Systems, Textbook Content
Identifiers—*Go Ask Alice

A major controversy arose in 1987 in a midwestern school district, after a middle school teacher assigned the novel "Go Ask Alice" to her seventh-grade class. This book describes the district's attempt to answer two basic questions: What should students read? and Who should decide what students read? The book controversy is first described chronologically and then from the perspectives of four individuals most involved in the controversy—the parent, the superintendent, the teacher, and the director. Data were obtained from interviews with 23 people directly connected to the controversy, a review of school district documents and newspaper accounts, and observation of committee meetings. The book examines the controversy in terms of its substantial aspects (related to contents), and procedural aspects (related to the methods used for processing the objection). In particular, the book describes the controversy that resulted from the textbook assignment; examines the processes used by district officials to resolve the controversy and discusses what those processes reveal about how schools solve controversies in general; considers the power of image-based thinking and how that type of thinking interfered with the resolution of the book controversy; and discusses the broader implications of image-based thinking in developing solutions to education problems. This middle school case suggests that book controversies that are resolved within the institution result in de facto censorship. Recommendations for resolving book controversies include: (1) identify both latent and manifest dimensions of a problem; (2) attend both to the process by which solutions can be achieved and to the substance of the solution; (3) recognize the influence of educators' epistemologies on defining issues; (4) avoid the lure of the power of images; and (5) lead by unraveling misleading images and focusing on the substance of the issues. The book contains a list of case law relevant to book controversies and a list of print resources on censorship. (Contains 30 references.) (LMI)

ED 400 622 EA 028 017

Walling, Donovan R., Ed.
At the Threshold of the Millennium.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-481-2
Pub Date—95
Note—116p.
Available from—Phi Delta Kappa, Order Dept., P.O. Box 789, Bloomington, IN 47402-0789 (\$16 plus \$3 processing fee).
Pub Type—Books (010) — Opinion Papers (120)
Document Not Available from EDRS.
Descriptors—Blacks, Developing Nations, *Educational Change, Educational Improvement, Elementary Secondary Education, *Futures (of Society), Politics of Education, *Public Education, *Social Change, Teacher Education

This volume of essays was written as a tribute to the ideals of Phi Delta Kappa and to the fraternity's retiring executive director, Lowell C. Rose, who led the international professional fraternity in education from 1971 to 1995. Each contributor was invited to reflect on his or her personal experiences in education and life and to speculate on what educa-

tion in the 21st century might, should, and can be. Following the introduction, the essays include the following: (1) "Believing in Education and Facing the Challenges of the 1990s" (John F. Jennings); (2) "At the Threshold of the Millennium" (Bessie Gabbard); (3) "Education for the 21st Century" (Michael D. Usdan); (4) "The Chameleon's Dish, Promise-Crammed" (Stanley Elam); (5) "Civic Disengagement and the Attack on Public Education" (Donovan R. Walling); (6) "Professionals and Politics" (Jack Frymier); (7) "Education—Past, Present, Future" (George M. Thomas); (8) "Help Wanted: Educational Entrepreneurs" (Donald P. Anderson); (9) "Enhancing the Presence of African-American Teachers" (Howard D. Hill); (10) "Can Educators Give Up Control of Learning?" (Douglas Bedient); (11) "The Struggle for the Survival of the Common School" (David L. Clark); (12) "Reflections of an Urban Educator" (Jack Kosoy); (13) "For the Love of Learning" (Arliss L. Roaden); and (14) "An Eye on the Future in South Africa" (Neville Robertson). (LMI)

ED 400 623 EA 028 018

Taylor, Barbara O. Bullard, Pamela
The Revolution Revisited: Effective Schools and Systemic Reform.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-0-87367-483-9
Pub Date—95
Note—119p.
Available from—Phi Delta Kappa, Order Dept., P.O. Box 789, Bloomington, IN 47402-0789 (\$12 plus \$3 processing fee).
Pub Type—Books (010) — Opinion Papers (120)
Document Not Available from EDRS.

Descriptors—Access to Education, Accountability, Curriculum Development, *Educational Change, *Educational Environment, *Effective Schools Research, Elementary Secondary Education, Equal Education, Leadership, *School Effectiveness, *School Restructuring, Staff Development, Student Evaluation

A basic tenet of the effective-schools movement is that all children can master the basic skills needed to be successful in school. Today, the twin notions of equity and excellence strongly drive the school-reform movement. This book examines the effective-schools movement as a school-reform philosophy and renewal process for the present and future. It asserts that the effective-school programs implemented during the last two decades demonstrate that schools and school districts can be structured so that all children learn the intended curriculum. Chapter 1 begins with a thorough definition of the philosophy and conceptual rationale that undergird effective schools. The second chapter provides a succinct history of the effective-schools movement. Chapters 3 through 5 examine specific aspects of the effective-schools process, beginning with the classroom, moving on to the culture of the school, and then looking specifically at curriculum development, student assessment, staff development, and accountability. The sixth chapter profiles four school superintendents who used the effective-schools research and the effective-schools process to transform their districts. The school systems include Spring Branch, Texas; St. John's County, Florida; Springfield, Massachusetts; and Glendale, Arizona. The final chapter describes the challenges that schools will face in the coming years and discusses how the effective-schools philosophy can be applied to meet those challenges. (Contains 56 references.) (LMI)

ED 400 624 EA 028 019

Wishnietsky, Dan H.
Brooks Global Studies Extended-Year Magnet School. Profiles of Excellence.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Report No.—ISBN-87367-734-X
Pub Date—96
Note—57p.
Available from—Phi Delta Kappa, Order Dept., P.O. Box 789, Bloomington, IN 47402-0789 (\$8 plus \$3 processing fee).
Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Educational Technology, Elementary Education, *Extended School Year, *Global Education, *Magnet Schools, Multicultural Education, Nontraditional Education, Relevance (Education), School Schedules, Student

Participation, Student Projects

Identifiers—Greensboro City Public Schools NC

Extending the school year and incorporating global education into the curriculum are two educational innovations that have developed in response to demand for improved educational quality. This handbook profiles how educators and parents in Greensboro, North Carolina, planned Brooks Magnet School and implemented its 210-day, year-round calendar, and global curriculum supported by emerging technologies. The handbook describes program implementation, activities, community resources, and outcomes. The school featured the use of educational technology, such as CD-Rom databases, to carry out global-classroom projects. The results exemplify the basics of good teaching. Students are involved with issues they regard as vital; with explanations of human differences; with the technology of information access; in planning areas of study; in applying ideals of fairness, equity, and justice; in real-life experiences; in heterogeneous groups; and in reflecting on their own lives and beliefs. A list of resources—organizations, CD-Roms, and World Wide Web URLs—are included. (LMI)

ED 400 625 EA 028 020

Petronis, Janis And Others
Mandatory School Board Training: An Idea Whose Time Has Come?
Pub Date—[96]
Note—19p.
Pub Type—Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Evaluation, *Board Administrator Relationship, *Board of Education Role, *Boards of Education, Effective Schools Research, Elementary Secondary Education, *Professional Development, School Effectiveness, State Legislation, *Superintendents
Identifiers—*Illinois

Illinois' school-reform act of 1985 authorized the development of an Administrators Academy for training principals to evaluate teachers and for training superintendents to evaluate principals. Renewal of school administrators' certification was contingent upon attendance. Some practitioners, educators, and state association directors began to explore the feasibility of mandating training for all school-board members. This paper presents findings of a study that examined Illinois superintendents' views about requiring mandatory training for members of school boards. A national survey of executive directors of school board associations was conducted in spring 1990. Six states—Arkansas, Georgia, Kentucky, Oklahoma, Tennessee, and Texas—were found to require training programs for school board members. In fall 1990, a survey of all 967 Illinois superintendents elicited 497 usable returns. In general, superintendents, particularly those in smaller districts, viewed mandatory school-board training as necessary. Superintendents of larger districts did not see training as a viable method for reducing administrator-board conflict. It is recommended that course content focus on instructional leadership, academic goals, high expectations for students and teachers, school climate, and school-effectiveness measures. An overview of the six states' training programs is also provided. Two tables are included. (Contains 19 references.) (LMI)

ED 400 626 EA 028 021

Pierson, Max E.
Am I Certifiable? Superintendents on the Move.
Pub Date—Nov 91
Note—20p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (37th, Orlando, FL, November 22-24, 1991).
Pub Type—Reports - Research (143) — Speeches / Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Qualifications, Administrator Selection, Elementary Secondary Education, Employment Qualifications, National Competency Tests, National Norms, National Surveys, *Personnel Policy, Professional Development, State Legislation, *Superintendents

In 1991, the superintendency was characterized by a high turnover rate and a shortage of qualified applicants willing to take the job. In addition, no two states had exactly the same certification standards for superintendents. This paper presents findings of a national survey that examined superintendent-certification requirements by state. During spring 1990, letters of inquiry were sent to

each of the 50 chief state school officers and to the District of Columbia. A total of 47 usable responses were received. The survey gathered data about each state's requirements for the superintendent: degree, number of hours, specific courses, teaching experience, administrative experience, and clinical field experience. State certification requirements are depicted in a table. Following an overview of guidelines for superintendent-certification requirements, the paper recommends the creation of some type of national clearinghouse to oversee the certification process, which uses a combination of guidelines advocated by the American Association of School Administrators (AASA) and the National Policy Board for Educational Administration. (Contains nine references.) (LMI)

ED 400 627 EA 028 022

Pierson, Max E. Rodick, Bennet

The Bill of Rights for the School Principal: The Employment Contract.

Pub Date—Nov 91

Note—20p; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (37th, Orlando, FL, November 22-24, 1991).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board Administrator Relationship, *Contracts, *Dismissal (Personnel), *Due Process, Elementary Secondary Education, Employment Practices, *Legal Responsibility, Personnel Policy, *Principals, Tenure

Identifiers—*Illinois
Principals today are expected to competently perform a variety of roles, particularly those of instructional leader and school manager, under increasing public scrutiny. In general, the school principal has few statutory protections and limited constitutional due-process rights. The problem is that in many cases, principals' employment contracts do not adequately reflect the complex nature of their position. This paper describes Illinois statutes pertaining to principal responsibilities, evaluation, and reassignment procedures. It concludes that principals in Illinois serve at the will of boards of education; therefore, principals' rights should be clearly stated in the employment contract. The paper identifies necessary elements of the principal's contract, which include a complete job description, specific evaluation methods and criteria; and provisions for professional growth. In addition, reassignment or termination should be based on inadequate performance of job responsibilities as outlined in the contract. The contract should include a provision specifying that the principal cannot be released for failure to perform tasks for which he/she received no training. (LMI)

ED 400 628 EA 028 023

Dalton, Maxine A. Hollenbeck, George P.

How To Design an Effective System for Developing Managers and Executives.

Center for Creative Leadership, Greensboro, N.C. Report No.—ISBN-1-882197-24-0

Pub Date—96

Note—56p.

Available from—Center for Creative Leadership, P.O. Box 26300, Greensboro, NC 27428-3600.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Leadership, *Leadership Training, *Management Development, *Organizational Development, Program Design, Program Development

Effective leadership development usually requires a range of ongoing and integrated activities. This report presents a six-step model created by the Center for Creative Leadership's (CCCL) "Tools for Developing Successful Executives" program. The steps include: (1) find and use organizational support for creating a process, not an event; (2) define the program purpose and the behaviors to be developed; (3) use feedback as the baseline for executive development; (4) define and communicate the critical role of the manager; (5) write the development plan; and (6) make the program accountable. Individual sections describe each stage and contain information about the issues involved in designing a development program and numerous practical examples. One figure is included. (Contains 32 references.) (LMI)

ED 400 629

EA 028 024

What We Know About: Classroom Management To Encourage Motivation and Responsibility.

Educational Research Service, Arlington, Va.

Pub Date—96

Note—70p.

Available from—Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. FR-0222; \$13.50; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Classroom Environment, *Classroom Techniques, *Discipline, Discipline Problems, *Educational Environment, Elementary Secondary Education, Learning Strategies, Self Control, *Student Motivation, Teaching Methods

The job of a teacher is first and foremost to instruct, not to manage. Both management and instruction, however, are necessary components of an optimal learning environment. This handbook pieces together the different pieces of classroom management—the classroom environment, instruction, self-management, intervention, and schoolwide efforts—into one comprehensive picture. Following the introduction, chapter 2 discusses basic principles of innovative practices that promote student self-management and positive approaches to discipline. Chapters 3 through 5 describe instructional strategies that promote an optimal learning environment, self-management procedures, and tactics for managing misbehavior. The sixth chapter examines issues critical to strategy implementation, including parent involvement, the fit of the management strategy to the teacher's teaching style, and the assessment of strategy effectiveness. Chapter 7 offers a schoolwide approach to management and discipline, identifying schoolwide factors that influence the productivity of the learning environment. Concluding remarks are offered in the final chapter. In order to manage classrooms well, educators must be knowledgeable about and skillful in setting up the classroom and school environment; teaching in a way that will maximize student learning; helping students learn how to gain control over their own behavior; responding to misbehavior; and fostering schoolwide management efforts. Finally, strategies must be grounded in some broad educational goals. (Contains 107 references.) (LMI)

EC

ED 400 630

EC 305 070

Stewart, Jennifer Buggy, Tom

Social Status and Self-Esteem: Children with ADHD and Their Peers.

Pub Date—[94]

Note—40p.

Pub Type—Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Attention Deficit Disorders, Grade 3, *Hyperactivity, *Interpersonal Competence, *Peer Acceptance, Peer Relationship, Popularity, Primary Education, *Self Esteem, *Social Status, Sociometric Techniques

Identifiers—Coopersmith Self Esteem Inventory
This study compared the social status and self-esteem of 8 third grade children with attention deficit hyperactivity disorder, 2 children with attention deficit disorder (ADD) alone, and 26 children without the disorders, in light of hypothesized effects of perceived negative feedback received by these children from peers. The children nominated their three most-liked and least-liked friends and filled out the Coopersmith Self-Esteem inventory which measures feelings in the home, school, and social domains. Results showed no significant differences between the groups for social status or self-esteem. The only social status variable having a significant effect on self-esteem was positive nominations. Findings suggest that some children with ADHD may focus more on positive nominations than negative nominations, which could relate to their inability to read social cues given when they act in negative ways. (Contains 27 references.) (DB)

ED 400 631

EC 305 071

Ferguson, Dianne L. Ferguson, Philip M.

Building Capacity for Change. A Final Report.

Oregon Univ., Eugene. Specialized Training Programs.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[96]

Contract—H029K20314

Note—113p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Change Strategies, Course Content,

*Developmental Disabilities, Educational Change, Elementary Secondary Education, Graduate Study, Higher Education, *Inclusive Schools, Inservice Teacher Education, Interdisciplinary Approach, *Parent Participation, Parent School Relationship, Parent Teacher Cooperation, Participant Satisfaction, Preservice Teacher Education, Program Evaluation, *Regular and Special Education Relationship, *Severe Disabilities, Teacher Collaboration, *Teacher Education

This final report describes a federally supported project which provided a year-long professional development program for general and special educators and family members on the inclusion of all students in general education, including students with severe developmental disabilities. Four graduate level courses were developed which covered curriculum planning for students with severe disabilities, classroom management and program improvement, and the role of families in bringing school inclusion to the community. The project provided fellowships to up to 20 preservice or inservice teachers or parents each year, who attended the program with up to 55 other students. The courses stressed: (1) the merging of general and special education knowledge and instructional strategies; (2) the merging of the perspectives of preservice and inservice teacher education and professional development; and (3) the merging of the perspectives and skills of both family members and professionals. Evaluation by participants indicated that the project led to the development of new group practices and professional partnerships; a commitment to ongoing professional development; and a ripple effect extending into participants' schools, districts, and communities. Individual sections of the report describe the project's purpose, design, accomplishments, and impact. Attachments to the report include an interview guide, course syllabi, a professional development planning log, and a recruitment brochure. (CR)

ED 400 632

EC 305 072

League, Susan E. Ford, Laurie

Fathers' Involvement in Their Children's Special Education Program.

Pub Date—15 Mar 96

Note—25p; Paper presented at the Annual Meeting of the National Association of School Psychologists (Atlanta, GA, March 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Advocacy, Behavior Change, Classroom Environment, *Disabilities, Elementary Secondary Education, *Father Attitudes, *Fathers, Focus Groups, Interviews, Parent Child Relationship, *Parent Participation, *Parent Role, Parent School Relationship, Qualitative Research, *Special Education

Part of a larger study examining family involvement in children's special education programs, this study looked at the involvement of 9 fathers in the special education programs of their children (ages 5 to 16). Individual interviews and focus groups were employed to gather data. Three main themes emerged from analysis of interview and focus group data: (1) communication with the school; (2) fathers' views about the role of the parent in the educational process; and (3) fathers' level of satisfaction with the school and school practices. The fathers indicated that they did not receive the communication from the school or the child's teacher that they needed. They also believed that parent involvement is important and identified the following benefits: motivating and encouraging their child, cutting down on their child's misbehavior in school, and acting as an advocate for the child in the school. Three issues emerged regarding fathers' level of satisfaction with the school: the importance of classroom behavior management, the importance of progress in academic areas, and the importance of the school's climate for children in special education. (Contains 29 references.) (CR)

ED 400 633

EC 305 073

Lonner, Thomas And Others

Exploratory Study of Barriers in Birth to Three Services: Children with Disabilities and Special

Health Care Needs in Washington State Public Programs.

Washington State Dept. of Social and Health Services, Olympia. Office of Research and Data Analysis.

Pub Date—Sep 94

Note—84p.; Study funded by Birth to Six State Planning Project.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), *Agency Cooperation, American Indians, Coping, *Delivery Systems, *Disabilities, Early Childhood Education, *Early Intervention, Economically Disadvantaged, *Family Needs, Family Problems, Family Programs, Health Care Costs, Health Insurance, Human Services, Infants, Migrant Problems, Military Personnel, Parent Associations, Parent Attitudes, Parent Participation, *Participant Satisfaction, Rural Urban Differences, Social Support Groups, Special Health Problems, Toddlers

Identifiers—Barriers to Participation, Parent Provider Relationship, *Service Utilization, Washington

This study examined barriers to utilizing services for children, birth to age 3, through in-depth individual and group interviews with 70 parents and direct service personnel of provider agencies in seven Washington counties. Part 1 of this report offers examples and discussion of the difficulties parents have accessing services and how localities try to improve their services. Part 2 explores the specific experiences of parents from special populations, including rural or urban locations, poor, Hispanic Migrant, American Indian, or military. Among findings were the following: (1) the presence of a moderately to severely disabled infant or toddler challenges every aspect of a family's life; (2) the array of early intervention services is perceived as a patchwork of pieces or as a maze in which it is possible to "fall between the cracks"; (3) accessibility is a more major issue than availability of services; (4) Interim Family Resources Coordinators are seen as useful intermediaries; (5) parents need the support of other similar parents; (6) existing services are not adequately family-centered; (7) local efforts at better coordination of services cannot overcome basic system problems; and (8) parents fear health care reform, at both the state and federal levels. An appendix provides additional information on the study's methodology. (CR)

ED 400 634 EC 305 074

CEC Policy on Inclusive Schools and Community Settings [and] CEC Policy on Physical Intervention [and] Position Statement on Discipline.

Council for Exceptional Children, Reston, Va.

Pub Date—96

Note—6p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Disorders, *Disabilities, *Discipline Policy, Educational Policy, Elementary Secondary Education, *Inclusive Schools, Intervention, Mainstreaming, Position Papers, Professional Associations, Social Integration, Special Classes, *Student Placement

Identifiers—*Council for Exceptional Children

This collection of position statements issued by the Council for Exceptional Children (CEC) addresses three issues: (1) inclusive schools and community settings; (2) physical intervention; and (3) discipline. CEC's policy on inclusive schools is to support the concept of inclusion as a meaningful goal but also urge that a continuum of services be available for all students. CEC's position on physical interventions aims to assure the child's physical freedom, social interaction, and individual choice and to not include procedures which cause pain or trauma. A list of criteria to be met before physical intervention is used is presented. CEC's policy on the discipline of children with disabilities supports the placement of dangerously violent or destructive students, with or without disabilities, in educational programs designed to meet their learning, safety, and behavioral management needs. The steps that a local education agency should take in determining the discipline of a child with a disability are outlined. (CR)

ED 400 635 EC 305 077

LaPlante, Mitchell P. Carlson, Dawn

Disability in the United States: Prevalence and Causes, 1992. Disability Statistics Report 7.

California Univ., San Francisco. Inst. for Health and

Aging.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Report No.—ED/OSERS-96-6

Pub Date—Aug 96

Contract—H133B30002

Note—185p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, Children, Daily Living Skills, *Disabilities, Disease Incidence, Educational Attainment, Ethnic Groups, *Etiology, *Incidence, Income, Influences, Marital Status, Older Adults, Race, Rural Urban Differences, Self Care Skills, Sex

Identifiers—*National Health Interview Survey

This report presents, in text and 13 tables, data obtained from 128,412 participants in the 1992 National Health Interview Survey concerning the prevalence of disability, as measured by limitation in activity caused by chronic health disorders, injuries, and impairments. Prevalence estimates are presented in tables for various population subgroups, characterized by gender, age, race and Hispanic ethnicity, education level, family income level, poverty status, marital status, region, metropolitan status, presence of telephone in household, and chronic health condition. The prevalence of limitations in activity, work, self-care, and school is examined, followed by analysis of the conditions causing the limitations, such as visual impairments, paralysis, infectious diseases, congenital anomalies, injury, etc. Some highlights of the data presented in this report include: (1) Of the total U.S. non-institutionalized population, in 1992, 15 percent, or 37.7 million people report some activity limitation due to chronic health conditions; (2) Of the total population aged 5 and older, 4 percent, or about 9.2 million people, report some need for help in Activities of Daily Living (ADL) or Instrumental Activities of Daily Living (IADL); (3) Of all children and adolescents aged 5-17, 3.2 percent, or 1.5 million persons, attend special schools or classes; (4) Females report a higher number of activity limiting conditions than males; and (5) Of all conditions reported to cause activity limitation, heart disease ranks first, followed by back disorders, arthritis, orthopedic impairments of the lower extremity, and asthma. (Contains 20 references.) (CR)

ED 400 636

EC 305 078

Sablan, Velma A.

Consumer Self Advocacy: A Training Program for Individuals with Disabilities and Their Families. Facilitator Manual. Revised [and] Participant Manual.

Guam Developmental Disabilities Council; Guam Univ. Affiliated Program, Mangilao.

Pub Date—30 Mar 96

Note—274p.

Pub Type—Guides - Classroom - Teacher (052) —

Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Adult Basic Education, Civil Rights, Cultural Influences, *Disabilities, Human Services, Individual Needs, Personal Autonomy, Resources, *Self Determination, *Training

Identifiers—Guam, *Self Advocacy

This training package, including both a facilitator manual and a participant manual, presents information in four modules to teach self-advocacy skills to Guam individuals with disabilities and their families. Module 1 provides information on the definition of advocacy and self-advocacy, cultural influences that affect advocacy in Guam, and the needs of individuals with disabilities. Module 2 discusses legal rights and entitlements for consumers with disabilities. Module 3 describes expectations and goals for services for persons with disabilities, including information on service providers and support services. Module 4 also covers values that promote/support appropriate services and natural supports to self-advocacy. Module 5 explains methods of advocacy and effective strategies, including information on building self-confidence, developing problem-solving skills, developing effective communication and interpersonal relationships, and using the legal system to solve problems. Module 6 provides information on services and resources for consumers with disabilities that are currently available on Guam. The participant manual is in a workbook format. Information summary sheets that can be used as masters for overhead transparencies are included, and a group work section gives the Facilitator information on group dynamics, outcomes, and

discussion questions. (Contains 13 references.) (CR)

ED 400 637

EC 305 108

Simpson, Richard L.

Working with Parents and Families of Exceptional Children and Youth: Techniques for Successful Conferencing and Collaboration. Third Edition.

Report No.—ISBN-0-89079-638-6

Pub Date—96

Note—483p.

Available from—PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 (\$37).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Child Rearing, Conflict Resolution, Cultural Awareness, Cultural Differences, *Disabilities, *Educational Cooperation, Educational Legislation, Elementary Secondary Education, Family Involvement, *Family Needs, Family Problems, *Family School Relationship, Individualized Education Programs, Legal Responsibility, Listening Skills, Parent Education, Parent Participation, Parents as Teachers, *Parent Teacher Conferences, *Parent Teacher Cooperation, Role Playing

This book presents information on parent and family conferencing skills to assist classroom teachers in becoming involved in helping parents and families contend with the various issues they routinely confront when raising and living with a child with a disability. Part 1, "The Family of the Child with an Exceptionality," discusses the impact of children and youth with exceptionalities on families and examines special family considerations relating to age, nontraditional parents and families, and minority or ethnic cultural groups. Part 2, "Basic Skills and Strategies Needed for Successful Conferencing and Collaboration," addresses the cultivation of trust in the family-professional relationship and the importance of effective listening skills. Part 3, "Regularly Occurring and Ongoing Conferencing and Collaboration Activities," includes chapters on: laying the foundation for successful collaboration; considering the legal and legislative requirements in developing Individualized Education Program (IEP) conferences; training family members to be treatment agents; dealing with progress report conferences, unplanned conferences, and group conferences; and resolving conflicts. The appendices include materials for using role-play to simulate conferences on the IEP, behavior management, progress reports, and conflict resolution. (Contains over 500 references.) (CR)

ED 400 638

EC 305 109

Reid, D. Kim And Others

Cognitive Approaches to Learning Disabilities.

Third Edition.

Report No.—ISBN-0-89079-685-8

Pub Date—96

Note—686p.

Available from—PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 (\$39).

Pub Type—Books (010) — Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Attention Deficit Disorders, Clinical Diagnosis, *Cognitive Processes, Curriculum, Disability Identification, Educational Trends, Elementary Secondary Education, Evaluation Methods, Hyperactivity, *Information Processing, *Intervention, *Learning Disabilities, *Learning Theories, Literacy Education, Mathematics Instruction, Memory, Neurology, Oral Language, Remedial Instruction, Self Concept, *Student Evaluation

This book provides an overview of cognitive approaches to learning disabilities, the theoretical and methodological underpinnings that support them, and the body of knowledge that such work has generated. Part 1 contains the following five papers: "The Educational Perspective" (Wayne P. Hresko and others); "Educational Trends in Learning Disabilities" (Wayne P. Hresko and others); "Attention Deficit Hyperactivity Disorder: Diagnosis and Treatment" (Mark E. Swanson and Tom E. C. Smith); "The Growing Impact of Neurology" (Ronald T. Brown and Joan E. Donegan); and "Learning Disorders: Theoretical and Research Perspectives" (D. Kim Reid). Part 2 provides an overview of learning disabilities research motivated by an information processing perspective. Papers include: "Information Processing: An Introduction" (H. Lee Swanson) and "Learning Disabilities and

Memory" (H. Lee Swanson and John B. Cooney). Part 3 focuses on assessment practices from a cognitive perspective, in the following papers: "Assessment Practices" (H. Lee Swanson); "A Cognitive Assessment Approach I" (H. Lee Swanson); and "A Cognitive Assessment Approach II" (H. Lee Swanson). Part 4 treats learning disabilities within an educational context, building on knowledge generated from information processing research but relying most heavily on constructivist and ecological orientations and postmodern concerns. It contains: "The Cognitive Curriculum" (D. Kim Reid and Molly McCarthy Leamon); "Oral Language" (Wayne P. Hresko); "Literacy: A Tale of Different Belief Systems" (D. Kim Reid and Maud Kuykendall); "An Investigative Approach to the Mathematics Instruction of Children Classified as Learning Disabled" (Arthur J. Baroody); and "Modes of Consciousness and the Self in Learning Disabilities Research: Considering Past and Future" (Louis Heshusius). Each chapter contains references. (CR)

ED 400 639 EC 305 110

Meltzer, Lynn J. And Others

Strategies for Success: Classroom Teaching Techniques for Students with Learning Problems.

Report No.—ISBN-0-89079-673-4

Pub Date—96

Note—183p.

Available from—PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757-6897 (\$29).

Pub Type—Books (010) — Guides — Classroom — Teacher (052)

Document Not Available from EDRS.

Descriptors—Attention Deficit Disorders, Case Studies, *Classroom Techniques, Decoding (Reading), *Educational Strategies, Elementary Secondary Education, Inclusive Schools, Instructional Effectiveness, *Learning Disabilities, Learning Problems, *Learning Strategies, Mathematics Instruction, Problem Solving, Reading Comprehension, Reading Instruction, Reading Strategies, Spelling, *Teaching Methods, Writing (Composition), Writing Instruction, Writing Strategies

Cost-effective classroom teaching strategies are provided for teachers working with students with learning disabilities and attention deficit disorders in inclusive settings from late elementary through early high school levels. Section 1 discusses the importance of learning strategies and includes an overview of strategic learning in the classroom and techniques for teaching learning strategies. This section also describes how to identify students' learning profiles, how learning difficulties and attention problems manifest in the classroom, and how to empower students to become independent learners and self-advocates. Section 2 provides information on selected learning strategies. Chapters address: (1) strategies for decoding and spelling; (2) strategies for improving reading comprehension; (3) strategies for enhancing written language; (4) automaticity and problem solving in mathematics; and (5) strategy use across content areas. Section 3 includes four case studies illustrating strategy use. Appendices include brief information on reciprocal teaching and identifying writing topics. A recommended reading list and a glossary are also provided. (Contains 59 references.) (CR)

ED 400 640 EC 305 112

Elacqua, Tina C. And Others

Perceptions of Classroom Accommodations among College Students with Disabilities.

Pub Date—12 Aug 96

Note—31p.

Pub Type—Reports — Research (143) — Tests/Questionnaires (160)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Education, Access to Information, *Classroom Environment, College Environment, College Students, *Disabilities, Higher Education, Participant Satisfaction, *Student Attitudes, *Student Personnel Services, Surveys

Identifiers—*Academic Accommodations (Disabilities)

A survey of 37 college students with various disabilities was conducted to assess their perceptions of the accommodation process at a medium-sized midwestern university. Students were interviewed about particular accommodations requested and positive and negative aspects of the accommodation process. They also provided quantitative information on: (1) perceptions of classroom accommoda-

tion requests; (2) perceived instrumentality of classroom accommodations to enable students to achieve personal and academic objectives; (3) availability of information regarding support and referral services; and (4) overall satisfaction with classroom accommodations. The survey found that the majority of students felt satisfied with the accommodations they received and felt they were familiar with the referral procedures and support services available, but they felt that professors were not familiar with their disabilities or available services. The students felt that requesting a classroom accommodation was stressful. The report stresses the need for inservice training about students with disabilities in higher education. The interview form is appended. (CR)

ED 400 641 EC 305 114

Filbin, Janet And Others

Individualized Learner Outcomes: Infusing Student Needs into the Regular Education Curriculum.

Colorado State Dept. of Education, Denver.

Report No.—ISBN-1-884720-07-2

Pub Date—May 96

Note—89p.

Available from—PEAK Parent Center, 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918; telephone: 719-531-9400 (\$7, quantity discount available).

Pub Type—Guides — Non-Classroom (055) — Reports — Descriptive (141)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Classroom Techniques, *Curriculum Development, *Educational Strategies, Elementary Secondary Education, Evaluation Methods, *Inclusive Schools, *Individualized Programs, Instructional Development, Mainstreaming, Regular and Special Education Relationship, *Severe Disabilities, *Student Educational Objectives, Student Evaluation

This manual provides educators with a process to integrate the life-long goals and specific needs of students with severe disabilities within the context of the regular education curriculum, through the development of individualized learner outcomes. The manual discusses the process of building inclusive learning opportunities for students with disabilities and identifying learner outcomes, which involves five steps: (1) identify the learner's lifelong goals and aptitudes for school and community participation; (2) determine the instructional needs and supports to maximize the learner's participation in curricular activities or routines; (3) analyze the classroom routines and activities to determine typical learner outcomes; (4) observe and determine the learner's ability to perform typical learner outcomes; and (5) identify individualized learner outcomes which reflect the curricular content focus and the learner's lifelong goals and instructional needs. Questions that should be addressed and assessments that should be used are provided for each step, and examples illustrate the process. Appendices include a checklist for identifying student support and instruction needs within regular education classrooms and sample forms for a classroom schedule, classroom analysis, student observation, and learner outcome matrix. (Contains 16 references.) (CR)

ED 400 642 EC 305 117

Markowitz, Joy

Longitudinal Research on Children Who Received Early Childhood Special Education Services: The State Education Agency Perspective. Final Report.

National Association of State Directors of Special Education, Alexandria, VA.

Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.

Pub Date—4 Oct 96

Contract—HS92015001

Note—19p.; Prepared by Project FORUM.

Pub Type—Reports — Evaluative (142)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Administrator Attitudes, Data Collection, *Disabilities, *Educational Assessment, *Longitudinal Studies, Outcomes of Education, *Preschool Education, Program Effectiveness, Research Projects, *Special Education, State Departments of Education

In order to help formulate the research questions for a future study on the long-term outcomes of students with disabilities, this study collected information from eight states concerning their priorities for longitudinal research on students who received

special education services under the age of 5 years. State directors of special education in the eight states were asked to rank nine proposed areas of research, including: (1) rate of retention; (2) home language and economic situation; (3) changes in disability classification over time, including de-classification; (4) rates of suspension and expulsion; (5) rate of graduation; (6) postsecondary status; (7) family satisfaction with preschool services/special education support; (8) mobility rate; and (9) provision of English as a second language services during elementary and secondary years. The high school graduation rate of students who received special education services under the age of 5 was the long-term outcome of most interest to states; mobility rate of these students was of least interest. Three state representatives added that they would be interested in achievement data in reference to the general education curriculum. (Author/CR)

ED 400 643 EC 305 118

Din, Feng S.

How Special Education Services Are Delivered in Kentucky Regular Public Schools in the Context of the Educational Reform Movement.

Pub Date—Oct 96

Note—30p.; Paper presented at the Annual Conference of the Mid-West Educational Research Association (Chicago, IL, October 2-5, 1996).

Pub Type—Reports — Research (143) — Speeches/Meeting Papers (150)

EDRS Price — MF01/PC02 Plus Postage.

Descriptors—*Delivery Systems, *Disabilities, Educational Change, Educational Practices, Educational Trends, Elementary Secondary Education, *Incidence, *Inclusive Schools, *Public Schools, Regular and Special Education Relationship, Rural Urban Differences, State Legislation, State Surveys, Student Placement, Teacher Role

Identifiers—*Kentucky, Kentucky Education Reform Act 1990

A survey of 419 Kentucky regular public schools was conducted to investigate how special education services are presently delivered to children with disabilities in the context of the statewide educational reform movement. The study examined: (1) how many regular public schools in Kentucky are practicing full inclusion; (2) how full inclusion and inclusion are being practiced in Kentucky regular public schools in the context of the reform movement; (3) what changes are occurring in the special education field in the same context; and (4) what differences can be found between urban and rural schools in their special education service delivery systems. Results found that approximately 80 percent of the schools practice inclusion, and 20 percent apply full inclusion. The survey also found that lack of special instructional materials and supplementary aides in regular classrooms are problems in many Kentucky regular schools. Teachers were not adequately prepared to work in inclusive settings, and special and regular education teachers do not know their roles in full inclusion. Both rural and urban regular schools faced these problems. (Contains 41 references.) (CR)

ED 400 644 EC 305 119

Thousand, Jacqueline

Preparation of Special Educators 84.029B. Certificate of Advanced Study Program: Preparing Post-Master's Level Specialists To Support Local School Placement for Students with Moderate and Severe Disabilities within Rural Vermont. Final Report, July 1, 1992 - June 30, 1996.

Vermont Univ., Burlington. Univ. Affiliated Program of Vermont.

Spons Agency—National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Pub Date—30 Jun 96

Contract—H029B20249

Note—80p.

Pub Type—Reports — Descriptive (141) — Tests/Questionnaires (160)

EDRS Price — MF01/PC04 Plus Postage.

Descriptors—Cooperative Learning, *Disabilities, Educational Change, *Educational Planning, Elementary Secondary Education, Graduate Study, Higher Education, *Inclusive Schools, Mainstreaming, Problem Solving, Professional Development, Program Effectiveness, Program Evaluation, Rural Education, Severe Disabilities, Special Education Teachers, *Specialists, Student Placement, Teacher Collaboration, *Teacher Education Programs, Team Teaching

Identifiers—Vermont

This final report describes a project that prepared 28 integration/support facilitators to work with school district personnel to plan and implement systems change to result in integrated service models for learners with moderate and severe disabilities within their local home schools. The project offered a 30 to 36 credit hour post-Master's Certificate of Advanced Study concentration in the Special Education Department of the University of Vermont and was the only program in northern New England to prepare personnel with skills to plan, establish, and evaluate an integrated service model for learners with moderate and severe disabilities within neighborhood schools. Changes were made in the program to provide preparation which incorporated new best practices in regular education settings, including expanding course work and competencies on: collaborative teaming, creative problem solving, student collaboration, and authentic assessment. The program also required team teaching practicum experiences. Extensive appendices to the report include a summary of course evaluations, a form used to survey graduates, and detailed survey data. (CR)

ED 400 645

EC 305 120

Haley, Patrick C. And Others

Medically Fragile Inservice for Related Services Teams—Outreach (M-First). Final Report.

Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.

Spons Agency—Special Education Programs (ED-OSERS), Washington, DC. Early Education Program for Children with Disabilities.

Pub Date—1 Oct 96

Contract—H024D30045

Note—39p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Ancillary School Services, Delivery Systems, Early Childhood Education, Family Programs, *Inservice Education, *Integrated Services, Needs Assessment, *Outreach Programs, Professional Development, Program Evaluation, *Special Health Problems, *Technical Assistance, Trainers

Identifiers—*Medically Fragile, Oregon, Train the Trainer, Washington

This final report describes a program that developed and prepared a cadre of more than 120 Education Service District staff to become trainers, technical assistance providers, and expert resources in the provision of services to young children (ages 0-8) who are medically fragile or dependent on medical technology for their well being, and their families, throughout Oregon and Washington. Cadre training was designed to prepare participants to provide, coordinate, and enhance educational, safety, and health-related services for the target population. The training centered around three major areas: (1) technical skills; (2) team process; and (3) service delivery. The program included a needs assessment component which led to competency-based training in selected training events in each site. Training was augmented by project-supported follow-up activities and technical assistance based on individual goals developed by cadre participants. One of the challenges faced by the project was the difficulty in obtaining parent input due to their inability to attend meetings. (CR)

ED 400 646

EC 305 121

Taylor, Marianne, Ed. And Others

The Community Support Skill Standards: Tools for Managing Change and Achieving Outcomes. Skill Standards for Direct Service Workers in the Human Services.

Human Services Research Inst., Cambridge, MA. Spons Agency—Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date—96

Contract—V244B30008-95

Note—183p.

Available from—Human Services Research Institute, 2336 Massachusetts Ave., Cambridge, MA 02140; telephone: 617-876-0426 (\$20).

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, *Attendants, *Caregivers, Certification, Competence, *Disabilities, Higher Education, *Human Services, Qualifications, Secondary Education, *Skill Development, *Standards

This document presents national voluntary skill standards for direct service practitioners working

with individuals with and without disabilities, called Community Support Human Service Practitioners (CSHSP). A rationale for such standards is presented. The skill standards are then presented, organized around 12 broad, functional themes of human service work: (1) participant empowerment; (2) communication; (3) assessment; (4) community and service networking; (5) facilitation of services; (6) community living skills and support; (7) education, training, and self-development; (8) advocacy; (9) vocational, educational, and career support; (10) crisis intervention; (11) organizational participation; and (12) documentation. For each of the 12 categories of standards, skill standard statements describe a set of associated job functions, activity statements describe specific tasks or work activities involved in that skill area, and performance indicators offer a means of determining whether the practitioner can actually perform the activity. Activities to begin the implementation of the standards in secondary and postsecondary educational contexts are described, including the promotion of a nationally recognized "Certificate of Mastery." Appendices include a list of project participants, results of a survey of degree-granting higher education institutions in this field, and CSHSP attributes needed for effective work. (CR)

ED 400 647

EC 305 124

Nevada Administrative Code for Special Education Programs.

Nevada State Dept. of Education, Carson City. Special Education Branch.

Pub Date—May 94

Note—43p.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability Identification, Decision Making, Definitions, *Disabilities, Disability Identification, Elementary Secondary Education, *Eligibility, *Gifted, Program Administration, *Special Education, State Legislation, *State Regulation, *State Standards, Student Evaluation, Student Placement, Student Rights, Talent

Identifiers—*Nevada

This document presents excerpts from Chapter 388 of the Nevada Administrative Code, which concerns definitions, eligibility, and programs for students who are disabled or gifted/talented. The first section gathers together 36 relevant definitions from the Code for such concepts as "adaptive behavior," "autism," "gifted and talented," "mental retardation," "pre-referral intervention," "special education," and "transition services." The second section provides the regulations for administration of programs and covers such aspects as: maximum number of cases per teacher or class size and allowable exceptions; length of school day; measures to identify, assess, and serve pupils with disabilities; suspension, expulsion, or exclusion of pupils with disabilities; development of individualized educational programs; confidentiality of records; and hearing procedures. The third section collects regulations relevant to the determination of eligibility for placement. Examples include: credentials required to make diagnostic decisions, deadlines for conducting initial assessments, assessment of cognitive abilities, assessment of previous educational interventions, eligibility of pupils with autism, eligibility of pupils with traumatic brain injury, eligibility of gifted and talented pupils, periodic reassessment of pupils, and independent assessment of pupils. (DB)

ED 400 648

EC 305 125

Nevada Mediation System for Early Intervention and Special Education. Revised.

Nevada State Dept. of Education, Carson City. Special Education Branch; Nevada State Dept. of Human Resources, Reno. Early Childhood Services.

Pub Date—95

Note—21p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Arbitration, *Conflict Resolution, *Disabilities, Due Process, Early Childhood Education, *Early Intervention, Elementary Secondary Education, Hearings, Parent School Relationship, School Districts, *Special Education, State Standards, Student School Relationship

Identifiers—*Mediators, *Nevada

This guide to the Nevada Mediation System for Early Intervention and Special Education is in-

tended to assist families, school districts, and state agencies in resolving disputes regarding the provision of appropriate early intervention or special education and related services to children with disabilities. First, the mediation process is explained and the value of mediation in improving cooperation between parents and the agency is stressed. Appointment of the mediator and appropriate participants in the mediation are considered next. Mediation is seen as a voluntary dispute resolution process and as an alternative and not a prerequisite to a due process proceeding. An outline of the mediation process, including the mediator's role in the initial contact and responsibilities of all parties during the mediation session, is provided. Principles of mediation are listed, such as: "the mediator has no authority to compel any action by either party," and "the only record kept of the mediation is a Mediation Agreement." Other aspects briefly considered include the role of the Nevada Departments of Education and Human Resources, accessing the mediation process, payment of mediators, and local mediation efforts. Attachments include relevant forms such as the Mediation Agreement, request for postponement of the due process hearing, and the mediator appointment letter. (DB)

ED 400 649

EC 305 133

Attkisson, Janice R.

Options for Rural Gifted Students.

Pub Date—27 Apr 96

Note—13p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Charter Schools, Educational Improvement, Educational Practices, *Educational Strategies, Educational Technology, Elementary Secondary Education, *Gifted, Home Schooling, Inservice Teacher Education, Institutional Cooperation, *Rural Education, Shared Resources and Services, Special Schools, Summer Programs

This paper presents information on various options designed to improve the education of gifted students in rural areas. The options discussed include: (1) using interactive television systems to offer more challenging courses to gifted students; (2) having rural schools collaborate and share their resources; (3) developing summer programs at universities and other institutions; (4) establishing charter schools; (5) establishing academies that bring gifted students together with teachers and resources; (6) training teachers by using correspondence courses; and (7) having gifted students engage in home schooling. The benefits and drawbacks of each option are discussed. Examples are provided of schools that have engaged in the various options. (Contains 14 references.) (CR)

ED 400 650

EC 305 134

Osborn, Julia

[Special Educational Needs of Gifted and Talented Children].

Long Island Jewish Medical Center, NY.

Pub Date—Jun 96

Note—7p.

Available from—Long Island Jewish Medical Center, Division of Child and Adolescent Psychiatry, Schneider Children's Hospital, 269-01 76th Avenue, New Hyde Park, NY 11040.

Journal Cit—Youth Mental Health Update; v8 n4

May-Jun 1996

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, Educational Strategies, Elementary Secondary Education, *Gifted, Intelligence Quotient, *Student Characteristics, Student Needs

This single-article issue discusses the identification and educational needs of gifted children. Giftedness is defined and a suggested set of levels of intellectual giftedness based on IQ scores is included. The special needs of gifted children are briefly reviewed, including: the need for a challenging education, the need for "true peers" that share their interests and abilities and accept them, the need for responsive parenting, and the need for adult empathy. The report notes research that identifies low self-esteem in exceptionally gifted children and the risk of depression and social isolation. Recommendations are provided for the identification of and program planning for gifted children, such as fostering special experiences for gifted children based upon common abilities and interests rather than age. A continuing education quiz is offered. (Contains 11 references.) (CR)

ED 400 651 EC 305 135

Optimizing Learning. Proceedings of the Annual Society for the Advancement of Gifted Education Conference (6th, Edmonton, Alberta, Canada, September 29-30, 1995).

Society for the Advancement of Gifted Education, Calgary (Alberta).

Pub Date—Sep 95

Note—38p.

Available from—Society for the Advancement of Gifted Education, c/o Centre for Gifted Education, 846 Education Tower, The University of Calgary, 2500 University Drive, NW, Calgary, Alberta, Canada T2N 1N4.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Rearing, Classroom Techniques, *Cooperative Learning, Educational Strategies, Elementary Secondary Education, Females, Foreign Countries, *Gifted, *Leadership Training, *Parenting Skills, Parents as Teachers, Role Models, *Sex Stereotypes, Social Attitudes, *Underachievement

This conference proceedings focuses on structuring classrooms to optimize learning among Alberta (Canada) gifted students. The first paper, "Optimizing Parent Potential" (Trudy A. Harrold), describes a model and a process for helping parents acquire knowledge, organize their thinking, and act from a realistic base when dealing with their gifted child. "Optimizing Leadership Development" (Michael C. Pyrry) describes a model of leadership development that is based on a triangular theory of love (intimacy, passion, and commitment). "Gifted Girls: Promise to Prominence" (Grace A. Schlosser) reviews research on eminent women and draws suggestions for parenting and educating gifted girls. In "Parents as Models," Beverly A. Sohnie discusses the influence of parental behavior on their gifted children, as well as how to model the desired behavior. "Underachievement of Women and Girls: Changing Social Expectations and Attitudes" (Lorraine Wilgosh) reviews evidence that gender inequity in the workplace, particularly in science and engineering professions, may result from differential educational and employment opportunities for women due to educational and societal biases. "Cooperative Learning: Is It Suitable for Gifted Students?" (Carolyn Yewchuk) discusses the benefits and disadvantages of cooperative learning for gifted students and compares different types of cooperative learning strategies. (References accompany each paper.) (CR)

ED 400 652 EC 305 136

Person-Centered Agency Design: A Three Year Project 1991-1994.

Human Services Research and Development Center, St. Paul, MN.

Spons Agency—Bush Foundation, St. Paul, Minn.

Pub Date—[95]

Note—34p.; Funding also received from the Hugh J. Andersen Foundation.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adult Basic Education, *Agency Role, *Change Strategies, Day Programs, Decision Making, *Disabilities, Employment Programs, *Human Services, Long Range Planning, Long Term Care, Models, Normalization (Disabilities), *Organizational Development, *Program Design, Program Evaluation, Residential Programs, Social Agencies, Social Integration, Vocational Rehabilitation

Identifiers—*Minnesota, Self Advocacy

This report discusses a 3-year project to examine and develop agency structures to implement a more person-centered design in Minnesota agencies assisting individuals with disabilities. Five of the eight participating agencies offered residential services; two offered vocational, employment, and day programs; and one offered both residential and vocational services. The project utilized an agency change model developed by John O'Brien and Connie Lyle O'Brien called "Framework for Accomplishment," which is based on the principle that the purpose of human services for people who require long term support is to help people discover and move toward a desirable personal future. Valued experiences for people with disabilities were promoted in five accomplishment areas: (1) sharing ordinary community places and activities; (2) growing in a wide variety of personal relationships; (3) being treated with respect; (4) making meaningful choices; and (5) having opportunities to contribute.

As a result of the project, positive changes occurred for individuals, including: developing friendships, moving to their "own homes," getting more productive jobs, joining various clubs and organizations, and starting self-advocacy groups. Agency changes included revisions in the annual planning process for individuals, policies, procedures, job descriptions, staff orientation, and staff training. (CR)

ED 400 653 EC 305 137

Francis, Joan R.

Developing and Implementing a Stress Management Program for Special Educators in a Juvenile Detention Center.

Pub Date—95

Note—114p.; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Anxiety, Coping, *Correctional Education, *Inservice Teacher Education, Juvenile Justice, Program Development, Relaxation Training, Secondary Education, *Skill Development, *Special Education Teachers, *Special Needs Students, *Stress Management, Teacher Attitudes, Teaching Conditions

This paper describes a practicum designed to increase the stress management skills of 10 special educators working in a juvenile detention center. Teachers at the juvenile detention center were taking an inordinate amount of sick leave and engaging in behaviors that were counter-productive to their delivery of educational services to detained youth. Evidence of inadequate stress management skills was gathered using surveys. The causes of the stress included such factors as teachers' feelings of lack of accomplishment, effectiveness, and closure. The stress management program was delivered in weekly 30-35 minute inservice sessions over a 32-week period. Activities ranged from instructions for simple releasing exercises, to brainstorming possible stress-reducing changes in their environment, to presentations by a certified fitness instructor, a dietitian, and a massage therapist. The practicum resulted in the correctional educators learning to identify their levels of stress and use strategies to combat or manage stress. Appendices include a self-diagnosis instrument, the Stress Level Inventory, and a form for self-evaluation of stress management skills. (Contains 50 references.) (CR)

ED 400 654 EC 305 138

Ball, James

Increasing Social Interactions of Preschoolers with Autism through Relationships with Typically Developing Peers.

Pub Date—96

Note—52p.; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Autism, Expressive Language, Eye Contact, Inclusive Schools, Instructional Effectiveness, Interaction, *Interpersonal Competence, Modeling (Psychology), *Peer Influence, *Peer Relationship, Peer Teaching, Play, Preschool Education, Self Esteem, *Skill Development, Social Integration, Verbal Communication

Identifiers—*Pervasive Developmental Disorders

This report describes a practicum that was designed to improve the social skills of eight preschool children with autism or Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS), through interactions with their typically developing peers. The children were taught in a classroom with eight typically developing children using a regular education curriculum, with modifications to address specific individualized education program goals and objectives. Learning centers were used to teach the academic skills; group time was used to teach beginning concepts; play time was used to teach social skills; and small group time was used to promote interactions between typically developing children and the children with autism. Skill streaming, pivotal response training, and a group contingency were utilized in these settings. Seven of the children with autism improved in each of the four social areas that were studied: (1) eye contact; (2) parallel and symbolic play skills; (3) turn taking; and (4) verbal and nonverbal responses. The use of peer modeling was found to be highly successful in maintaining integration of the children in the class. The typically developing children made gains in academic skills, expressive language, and self-esteem. (Contains 20

references.) (CR)

ED 400 655 EC 305 139

Hammond, Joy

Developing and Implementing a Physical Education Program That Improves the Physical Education Service to Students with Disabilities at an Elementary School through Inclusion.

Pub Date—96

Note—61p.; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adapted Physical Education, Consciousness Raising, Curriculum Development, *Disabilities, Elementary Education, *Inclusive Schools, *Inservice Teacher Education, Mainstreaming, Peer Relationship, *Physical Education, Program Development, Program Implementation, Social Integration, Student Evaluation

Identifiers—Academic Accommodations (Disabilities)

This report describes a practicum designed to improve physical education services for six elementary students (ages 5-9) with disabilities. The project used several strategies to improve physical education services, including: (1) inclusion of the children with disabilities in regular physical education classes; (2) inservice training for the physical education staff in adaptive physical education and inclusion techniques; (3) prior assessment of students with disabilities to give the staff guidance in designing appropriate physical education for them; and (4) an appropriate physical education curriculum that allowed for modifications and adaptations. Results of the project indicate the students with disabilities were able to achieve 14 of 18 physical education goals. There also proved to be other benefits for the students. Inclusion offered the students with disabilities an opportunity to interact socially with students without disabilities and provided a stimulating atmosphere in which to develop their physical skill levels. The students without disabilities gained a better understanding of their peers with disabilities and learned to appreciate individual differences. Appendices contain survey forms and a motor skills test. (Contains 39 references.) (CR)

ED 400 656 EC 305 140

Pugach, Marleen C., Ed. Warger, Cynthia L., Ed. Curriculum Trends, Special Education, and Reform: Refocusing the Conversation. Special Education Series.

Report No.—ISBN-0-8077-3562-0

Pub Date—96

Note—271p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3562-0, \$22.95; hardback: ISBN-0-8077-3563-9, \$46).

Pub Type—Collected Works - General (020) — Books (010)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Early Childhood Education, *Educational Change, *Educational Trends, Elementary Secondary Education, Equal Education, Inclusive Schools, Literacy Education, *Mathematics Curriculum, Mathematics Education, *Mild Disabilities, Regular and Special Education Relationship, *Science Curriculum, Science Education, Social Studies, *Special Education, Specialization, Trend Analysis

Identifiers—*Reform Efforts

This book describes curriculum trends and the impact of the trends on providing equitable educational programs to all students, especially students with mild disabilities. The text begins by describing current curriculum renewal efforts and common themes that have emerged. The impact of major trends is considered in the context of special education programming and the current reform movement, followed by a closer look at specific curriculum trends in major academic subject areas and their potential impact on special education. Each curriculum chapter is followed by a series of commentaries. Papers include: "Treating Curriculum As a Target of Reform: Can Special and General Education Learn from Each Other?" (Marleen C. Pugach and Cynthia L. Warger); "Trends in Science Education" (Audrey B. Champagne and others); "Response: Current Trends in Science Education: Implications for Special Education" (Margo A. Mastropieri and Thomas E. Scruggs);

"Response: Science Education Trends and Special Education" (Charles W. Anderson and Marcia K. Fetters); "A New View of the Goals and Means for School Mathematics" (Robert B. Davis and Carolyn A. Maher); "Response: What Does the 'New View' of School Mathematics Mean for Students with Mild Disabilities?" (Marjorie Montague); "Response: The New School Mathematics and the Age-Old Dilemma of Diversity: Cutting or Untying the Gordian Knot" (Edward J. Kameenui and others); "Issues and Practices in the Social Studies Curriculum" (Mark C. Schug and H. Michael Hartoonian); "Response: Social Studies for Students with Mild Disabilities" (Charles K. Curtis); "Response: The Impact of Issues and Trends in the Social Studies Curriculum on Students with Mild Disabilities" (Thomas C. Lovitt); "Toward a Responsible Pedagogy for Teaching and Learning Literacy" (Lisa E. Monda-Amaya and P. David Pearson); "Response: Unpacking Scaffolding: Supporting Students with Disabilities in Literacy Development" (Catherine Cobb Morocco and Judith M. Zorfast); "Response: Enacting Responsible Pedagogy with Students in Special Education" (Laura Klenk and Annemarie Sullivan Palincsar); "Curriculum in Early Childhood Education: Redefining the Specialization" (Christine Burton Maxwell); "Response: Curriculum in Early Childhood Education: Moving toward an Inclusive Specialization" (Lawrence J. Johnson and Victoria W. Carr); and "Challenges for the Special Education-Curriculum Reform Partnership" (Marleen C. Pugach and Cynthia L. Warger). References accompany each chapter and commentary. (CR)

ED 400 657 EC 305 141

Berres, Michael S., Ed. *And Others*. **Creating Tomorrow's Schools Today: Stories of Inclusion, Change, and Renewal. Special Education Series.**

Report No.—ISBN-0-8077-3549-3

Pub Date—96

Note—204p.

Available from—Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3549-3, \$21.95; hardback: ISBN-0-8077-3550-7, \$46).

Pub Type—Books (010)—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—Change Strategies, College School Cooperation, Community Involvement, Curriculum Design, *Curriculum Development, *Disabilities, Educational Change, Educational Improvement, Educational Innovation, *Educational Strategies, Elementary Secondary Education, *Inclusive Schools, Parent Role, Partnerships in Education, *Regular and Special Education Relationship, Rural Schools, *School Restructuring

Identifiers—Amherst School District NH, *Reform Efforts

This book discusses the inclusion of children with disabilities in general education settings and provides accounts of successful inclusive school communities. A prologue by Michael S. Berres is titled "All Children, All Schools." Chapter 1, "Is It Inclusion Yet? Bursting the Bubbles" (Dianne L. Ferguson), reviews the status of inclusionary practices within restructured schools and focuses on the merging of special and general education to bring about new systems that work for all children. Chapter 2, "Reconstructing Curriculum for Systemic Inclusion" (Judy W. Kugelmass), provides a historical review of curriculum reform and examples from inclusive classrooms. General education teacher tips are provided for meeting the challenges of inclusion. Chapter 3, "A Parent's Request: Creating Diversity for All Children" (Michael S. Berres), describes an elementary school where the inclusion of students with disabilities was a natural extension of other general education restructuring. Chapter 4, "Creating Together the Tools To Reinvent Schools: A School/University Partnership" (Dianne L. Ferguson and Gwen Meyer), describes an evolving relationship between a rural elementary school and a group of university-based teachers which resulted in the inclusion of students with severe disabilities in general education classrooms. Chapter 5, "Creating an Inclusive Community of Learners: Souhegan High School, Amherst, New Hampshire" (Cheryl M. Jorgensen and Carol Tashie), highlights the creation of a high school in which all students are included in every facet of school life. Chapter 6, "Environments for Everyone: Community Building and Restructuring" (Peter Knoblock), expands the

typical definition of community as it is used in the schools by describing the innovations for community-building that were created by a city school district. The book concludes with an epilogue by Connie Woods. References accompany each chapter. (CR)

ED 400 658 EC 305 142

Access to the Information Superhighway and Emerging Information Technologies by People with Disabilities.

National Council on Disability, Washington, DC.

Report No.—ISBN-0-16-048834-6

Pub Date—30 Sep 96

Note—95p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Information Analyses (070)—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Accessibility (for Disabled), *Access to Information, *Change Strategies, Computer Networks, *Disabilities, *Information Networks, Information Sources, *Information Technology, Internet, Technological Advancement

Identifiers—*National Information Infrastructure

This report discusses the growth of the National Information Infrastructure (NII), or the information superhighway, and its implications for people with disabilities. Advantages for people with disabilities include: increasing the ability of individuals with some types of disabilities to access and use information; decreasing personal isolation due to mobility and communication restrictions; allowing individuals to interact with others in a way that makes their disability invisible or irrelevant; and allowing convenient access to educational and medical services. The barriers to the NII include: socioeconomic barriers; the complexity in the design of many products; the use of graphic interfaces; the use of touchscreens and pointing interfaces where alternate input techniques are not available; virtual environments; sound; animation and interactive systems; and the sealed nature of public systems that must have built-in access accommodations if they are to be made accessible. The report makes recommendations on how facets of the NII can be modified to allow greater access by those with disabilities and strategies that can be used to achieve changes. A list of 17 additional readings is included. An appendix describes the mission of the National Council on Disability. (CR)

ED 400 659 EC 305 143

Platt, Jennifer M. Olson, Judy L.

Teaching Adolescents with Mild Disabilities.

Report No.—ISBN-0-534-21006-6

Pub Date—97

Note—566p.

Available from—Brookes/Cole Publishing Co., 511 Forest Lodge Road, Pacific Grove, CA 93950-5098 (\$44.95).

Pub Type—Books (010)—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Adolescents, Career Education, Course Content, Cultural Differences, Curriculum Development, *Educational Strategies, Education Work Relationship, Inclusive Schools, Interpersonal Competence, Intervention, *Mild Disabilities, Minority Group Children, Parent Participation, Parent School Relationship, Regular and Special Education Relationship, *Secondary Education, Special Education, Student Evaluation, Student Motivation, Study Skills, Teacher Collaboration, *Teaching Methods, Transitional Programs, Vocational Education

This textbook provides information on how to teach middle and high school students with mild disabilities both in school settings and in out-of-school settings and how to prepare these adolescents for future postsecondary and work environments. Part 1, "The Student and the Secondary School Environment," addresses the following topics: characteristics, problems and issues of adolescence; regular and special education programs in middle schools and high schools; assessment for instructional planning in secondary schools; diverse populations in the secondary schools; communication and collaboration in the school, home, and community; and motivating secondary students. Part 2, "Effective Instructional Interventions for Inclusive and Pullout Settings," includes chapters on: basic principles of effective teaching; academic content (including information on using technology to

teach academic content); cognitive strategies (including information on metacognition, cognitive behavior modification, and reciprocal teaching); and school survival and study skills. Part 3, "Instruction in Functional and Lifelong Learning Skills," addresses: career education; vocational development; work-related social skills; and the transition planning process. Visual aids such as charts and diagrams are used throughout the text to provide additional information. Extensive examples from teaching experiences are provided to clarify key concepts and show how specific strategies may be implemented. (Contains over 1000 references.) (CR)

ED 400 660 EC 305 144

Bridging the Gap between Neuroscience and Education. Summary of a Workshop (Denver, Colorado, July 26-28, 1996).

Education Commission of the States, Denver, Colo. Spons Agency—Charles A. Dana Foundation, New York, NY.

Pub Date—Sep 96

Note—37p.

Available from—ECS Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427; e-mail: ecs@ecs.org; fax: 303-296-8832; World Wide Web: <http://www.ecs.org> (\$15 plus shipping and handling).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Psychology, *Disabilities, Early Childhood Education, Elementary Secondary Education, Language Acquisition, Literacy Education, Mathematical Concepts, *Neurology, Policy Formation, Research Needs, *Theory Practice Relationship

Identifiers—*Neurosciences

This paper summarizes the discussions of a workshop that brought together 74 neuroscientists, cognitive psychologists, education researchers and practitioners, and policymakers to explore the possible relevance to early childhood education and special education of recent developments in neuroscience and cognitive psychology. The report discusses: how neuroscience can help teachers teach; how educators can help guide brain research; and how neuroscientists and educators can help shape policy. Workshop presentations on brain development, language development, literacy development, and mathematics concept development are included as well as responses to the presentations. Workshop participants concluded that there is a chasm between what scientists accept as proven fact and what the public, teachers, and administrators believe. A number of recommendations for fostering communication and influencing policy are made, such as creating incentives and requirements for schools of education to understand, research, and expand teaching of early childhood development. Contains 21 references. (CR)

ED 400 661 EC 305 145

Walpert, Gloria

The Educational Challenges Inclusion Study.

National Down Syndrome Society, New York, NY.

Pub Date—Oct 96

Note—57p.

Available from—National Down Syndrome Society, 666 Broadway, New York, NY 10012-2317; phone: 800-221-4602; World Wide Web: <http://www.ndss.org>

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, *Down Syndrome, Educational Practices, *Educational Strategies, Elementary Education, *Inclusive Schools, Language Impairments, Mainstreaming, Mathematics Skills, *Parent Attitudes, Peer Relationship, Program Effectiveness, Reading Difficulties, Speech Impairments, Student Characteristics, Student Motivation, *Teacher Attitudes, *Teaching Methods

Ninety parents of children (mean age 9.3 years) with Down syndrome and their children's teachers were surveyed to investigate the success of inclusive practices. This study examined responses on parent and teacher questionnaires and parent anecdotal records. Several factors influenced parent reports of successful inclusion experiences, including: (1) preparation of the teacher; (2) format of the curriculum (lesson plans and materials); (3) curricular style of the teacher; (4) classroom management style of the teacher; (5) unity between special education and

typical education; (6) parental confidence in professionals; (7) child contact and encouragement from peers; and (8) if the child had friends in class. The teachers found inclusion challenging, rewarding, and of great value to their typical education students as well as children with Down syndrome. The report describes learning characteristics of individuals with Down syndrome and makes suggestions for classroom practice in the areas of attention, memory, concept attainment, meditative strategies and paired associates, transfer of learning, and student motivation. Difficulties in speech and language, reading, and math skills are also described, accompanied by suggestions for classroom practice. Appendices include the parent and teacher surveys. A bibliography with 40 listings is included. (CR)

ED 400 662 EC 305 146

Clark, Barbara. *And Others*

Meeting the Challenge: A Guidebook for Teaching Gifted Students.

California Association for the Gifted.

Pub Date—96

Note—68p.

Available from—California Association for the Gifted, 18548 Hawthorne Street, Fountain Valley, CA 92708; telephone: 415/965-0653; fax: 415-965-0654; e-mail: CBS2000@aol.com (\$12, quantity discount available).

Pub Type—Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131) - Reference Materials - Vocabularies/Classifications (134)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Techniques, Curriculum, Definitions, Educational Philosophy, Elementary Secondary Education, *Gifted, Position Papers, Special Education Teachers, State Legislation, Student Characteristics, Teacher Characteristics, *Teaching Methods

Identifiers—California, California Association for the Gifted

This guidebook for California teachers of gifted students discusses common issues and concerns, suggests solutions, and identifies resources. Part 1, in question and answer format, covers: characteristics of gifted students, identification, curriculum and instruction, classroom management, special challenges, characteristics of teachers of gifted students, relationships with parents and colleagues, and the importance of gathering resources. Part 2 includes a variety of resources. Among them are the California Association for the Gifted (CAG) statement of philosophy, a list of professional organizations and journals in gifted education, a review of California legislation pertaining to gifted education, and an overview of characteristics of gifted students. Part 3 is an annotated bibliography of 59 print resources arranged by the following topics: general works; grouping; curriculum; creativity; special challenges (underachievement, at-risk students, minority students); social and emotional needs of gifted students; technology; parent information; and books for students. Part 4 presents CAG position statements in the form of a glossary defining key terms, explaining the term's implications, and stating the CAG position. Examples include "ability grouping," "cooperative learning," "core curriculum," "curriculum compacting," "instructional scaffolding," and "non-traditional identification." (DB)

ED 400 663 EC 305 147

From Great Potential to Amazing Performance:

Factors That Make a Difference. Abstracts of Selected Papers [from the] Annual Esther Katz Rosen Symposium on the Psychological Development of Gifted Children (6th, Lawrence, Kansas, September 20-21, 1996).

Kansas Univ., Lawrence.

Pub Date—Sep 96

Note—25p.; Contains a few lines of light type that may not reproduce well.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, Adults, *Child Development, Creativity, Curriculum, Elementary Secondary Education, *Gifted, High Achievement, Infants, *Intellectual Development, Longitudinal Studies, Preschool Education, *Psychological Characteristics, Research, Special Schools, Student Characteristics, Student Development, *Talent, Teaching Models

Twenty-two abstracts of papers presented at a

symposium on the psychological development of gifted children comprise this document. Abstracts typically include the title of the paper; the author's name, title, institutional affiliation, location, telephone number, and electronic mail address; and a summary of the paper ranging from a short paragraph to a full page in length. The papers cover the following topics: development of talents, technology, and interest-motivated learning; the lives of gifted adults; E. Gibson's human behavior hallmarks applied to gifted preschoolers; needs of gifted children; analysis of the childhoods of William James, Teddy Roosevelt, Rabindranath Tagore, and Jawaharlal Nehru; overlapping characteristics and differential diagnosis of attention deficit hyperactivity disorder; music in early childhood; a model of identity formation in the gifted individual; a longitudinal study of graduates of academically gifted and talented programs; the impact of the Kansas Regents Honors Academy on secondary schools; social influences on creative individuals; maternal scaffolding and the precocious emergence of symbolic play in infants; children selected for gifted programs through an alternative assessment procedure; the "Discover" curriculum model (authentic problem solving in multiple intelligences); following highly and exceptional gifted children through the early school years; in-progress studies of development in high-ability individuals; perceptions of competence and motivation of gifted children; intimacy, passion, and commitment as components of eminent achievement; the emergence of an artistic and creative identity; an intensive summer program for academically talented adolescents; a measure of flow experiences; and cognitive giftedness and ethical development. (DB)

ED 400 664 EC 305 148

Cibulka, James G. Derlin, Roberta L.

Special Education Costs and Rising School Expenditures: A Review of the Evidence.

Pub Date—19 Mar 92

Note—21p.; Paper presented at the Annual Meeting of the American Education Finance Association (New Orleans, LA, March 19, 1992).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Data Interpretation, *Disabilities, Educational Finance, Educational Trends, Elementary Secondary Education, Enrollment Trends, *Expenditure per Student, Longitudinal Studies, Program Costs, *Special Education, Statistical Analysis, *Trend Analysis

Identifiers—*Wisconsin (Milwaukee)

This paper analyzes trends in education expenditures in elementary and secondary schools, especially the extent to which special education costs are responsible for the overall upward expenditure trends. It reports on the limited national data available and on a longitudinal analysis of special education costs in Milwaukee, Wisconsin, from 1982-83 to 1990-91. Analysis of national data over a 4-year period (1982-83 to 1985-86) suggests that aggregate expenditures for special education rose about 22 percent whereas total aggregate expenditures for elementary and secondary education rose only 14 percent. Analysis of the Milwaukee data indicates that during this period total enrollments increased about 10 percent, whereas special education enrollments increased over 25 percent. However, despite the increased enrollment, special education instruction and support costs were 16 percent of total expenditures in 1989-90 compared with 15 percent in 1983-84. Analysis also indicates that beginning in 1987-88, instructional expenditures per pupil for special education actually dropped in constant dollars while those for regular education continued to rise. Among suggested reasons for the discrepancy between the Milwaukee data and the national data are that the big growth years for special education enrollments and program development were in the late 1970s or that special education costs have flattened due to economies of scale. (Contains 17 references.) (DB)

ED 400 665 EC 305 149

Cylke, Frank Kurt

A Program Overview with Emphasis upon Cooperative Arrangements with the Canadian National Institute for the Blind.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

Pub Date—29 Sep 96

Note—25p.; Paper presented at a meeting of the

Canadian National Institute for the Blind (St. John's, Newfoundland, Canada, September 29, 1996).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiotape Recordings, *Blindness, Braille, Cooperative Programs, Delivery Systems, *International Cooperation, Library Services, *National Libraries, *Physical Disabilities, Program Development, Special Libraries, *Talking Books

Identifiers—Canada, *Canadian National Institute for the Blind, *National Library Service for the Blind

This report describes activities of the talking-book program of the National Library Service for the Blind and Physically Handicapped (NLS) of the Library of Congress, with emphasis on activities conducted in cooperation with the Canadian National Institute for the Blind (CNIB) library program. First, the overall NLS program in the U.S. which circulates more than 23 million items and produces 2 million recordings of 2,000 print books a year as well as audio magazines and braille magazines is described. The paper reviews the history of the service since 1931, its collection, the equipment the library has designed and lends to eligible readers, and the library's distribution network. The report then details Canada/U.S. cooperative activities in the following areas: sale of audio/braille books; sale of audio/braille magazines; purchase of CNIB books by NLS; sale of audiocassette containers; maintenance of a Union Catalog of special-format books; development of a Birdsong Tutor program; development of the Reader Enrollment and Delivery System program; development of a "train the trainer" volunteer repair program; relationships between the Braille Departments of both institutions; the convening of an international conference; cooperation on advisory/technical committees; development of Friends of Libraries programs; and cooperation on copyright issues. (DB)

ED 400 666 EC 305 150

Saint-Laurent, Lise

PIER: An Inclusive Model for At-Risk Students.

Pub Date—Apr 96

Note—27p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Achievement Gains, Emotional Development, Foreign Countries, Grade 3, *High Risk Students, *Inclusive Schools, Instructional Effectiveness, Mathematics Achievement, Parent Participation, Primary Education, *Program Effectiveness, Program Evaluation, Reading Achievement, *Resource Room Programs, School Attitudes, Social Integration, Student Attitudes, Teacher Collaboration, Writing Achievement

Identifiers—*Quebec

This study compared the inclusive PIER program (French acronym for program intervention with at risk students), which was implemented in 13 third grade classes in Quebec (Canada) and compared with 13 third grade classes using a traditional resource room pull-out program over the course of a full school year. A total of 165 at-risk and 441 non at-risk students participated. The PIER program emphasizes four components: (1) collaborative consultation; (2) cooperative teaching; (3) parent involvement; and (4) strategic and adapted instruction in reading, writing, and mathematics. Three achievement tests and five affective tests were administered in September and the following June. On the academic tests, the at-risk students in the PIER settings had significantly higher scores in writing and similar scores in reading and mathematics, compared to students in resource room pull-out programs. Regular students in the PIER settings had significantly higher scores in both reading and mathematics compared to control group students. On the affective measures, student attitudes toward school became more positive in the PIER settings. On no measures did students in the PIER setting (either at-risk or regular) perform less well than students in the traditional pull-out setting. Separate analysis of students with learning disabilities found the PIER program resulted in higher (but not statistically significant) achievement in mathematics and writing and more positive attitudes toward school. (DB)

ED 400 667

EC 305 151

Tarax, Howard L. Martino, Julia
Children with Special Health Care Needs in Early Intervention Programs: Desire for Child Daycare.

Pub Date—6 Oct 96

Note—13p.; Paper presented at Head Start's National Research Conference "Making a Difference for Children, Families and Communities" (3rd, Washington, DC, June 20-23, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accessibility (for Disabled), *Day Care, *Developmental Delays, Early Intervention, Employed Parents, *Family Needs, Incidence, *Needs Assessment, *Parent Attitudes, Preschool Children, Preschool Education, School Role, *Special Health Problems
 Identifiers—California (San Diego)

A survey of parents (n=384) of children attending early intervention programs for developmentally delayed preschoolers and infants in San Diego (California) examined what proportion of identified developmentally delayed young children also have special health care needs, what the nature of these needs are, and whether these health needs obstruct child daycare placement. Analysis of responses indicated that over one third of the children had a special health care need. Mobility limitation, recurrent seizures, use of a gastric tube, and severe asthma were the most common problems. Thirty-five percent of all parents reported that the lack of child day care was keeping a family member from active employment. Although parents with children having a special health care need were more likely to perceive their child's disability as a barrier to childcare placement, success with childcare placement was not different from those whose special need was not health related. Childcare placement was at 34 percent, compared to national averages of 50 percent to 62 percent for young children without special needs. Recommendations are offered to schools concerning their role in providing technical support to daycare programs. (Contains 10 references.) (DB)

ED 400 668

EC 305 153

Brandt, Bonnie Biel
Employment Power: An Employer Awareness & Training Program. Facilitator Manual [and] Participant Manual.

Guam Univ. Affiliated Program, Mangilao.

Spons Agency—Guam Developmental Disabilities Council.

Pub Date—Aug 95

Note—196p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Adults, Civil Rights Legislation, Consciousness Raising, *Disabilities, Employer Employee Relationship, *Employers, *Employment Practices, *Equal Opportunities (Jobs), *Legal Responsibility, Misconceptions, Role Perception, Skill Development, Social Integration, Stereotypes

Identifiers—Americans with Disabilities Act 1990, *Employment Accommodations (Disabilities), Guam

This training package includes a Facilitator Manual and a Participant Manual designed to provide information and instructional tools necessary to train Guam employers on awareness and skills related to the successful employment of individuals with disabilities. Module 1 dispels misconceptions and stereotypes related to disabilities. Attitudes and values which support and enhance inclusion and acceptance of persons with disabilities are presented, as well as appropriate language and terminology. Participants are provided with overviews of disabilities and practical suggestions for ways to work with persons who experience various disabling conditions. Module 2 provides information on local and federal laws and regulations related to employing persons with disabilities, particularly provisions of Title I of the Americans with Disabilities Act. Module 3 presents practical ideas and strategies to successfully employ persons with disabilities, including developing effective recruitment and hiring practices, identifying essential functions of jobs, identifying and developing accommodations, and developing effective post-employment practices. Each module includes a list of objectives and necessary materials and equipment. National and local

resources on employment and the rights of individuals with disabilities are listed. (Contains 30 references.) (CR)

ED 400 669

EC 305 154

Cabarga, Tom

The Internet: A Resource for Respite Providers.

ARCH Factsheet Number 46.

ARCH National Resource Center for Crisis Nurseries and Respite Care Services, Chapel Hill, NC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date—Sep 96

Contract—90-CN-0178

Note—5p.

Available from—ARCH National Resource Center for Respite and Crisis Care Services, Chapel Hill Training-Outreach Project, 800 Eastown Drive, Suite 105, Chapel Hill, NC 27514; e-mail: HN4735[at sign]connectinc.com; fax: 919/490-4905; toll-free telephone: 800/473-1727.

Pub Type—Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Disabilities, Information Networks, *Internet, Resources, *Respite Care

This guide contains a brief history of the Internet and explains how to connect to the Internet. It then lists Internet addresses of national organizations, federal agencies, and foundations that provide information on children's issues such as disabilities, child abuse, health issues, legislation, and funding opportunities. (CR)

ED 400 670

EC 305 155

Sorrell, Adrian Lloyd

Triadic Approach to Reading Comprehension Strategy Instruction.

Pub Date—25 Oct 96

Note—17p.; Paper presented at the Annual Conference of the Learning Disabilities Association of Texas (32nd, Austin, TX, October 25, 1996).

Pub Type—Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Strategies, Elementary Secondary Education, *Instructional Effectiveness, Intervention, *Learning Disabilities, *Learning Strategies, *Reading Comprehension, *Reading Difficulties, *Teaching Methods

This conference paper provides examples of reading comprehension strategies that can be used with students with learning disabilities or reading comprehension difficulties. Before reading, during reading, and after reading strategies are presented. The before reading strategies, which activate the students' background knowledge and attention, include brainstorming, structured questions, a pre-reading plan that assists students in accessing knowledge related to the major concepts presented in a passage, and a strategy called "K-W-L" (What I Know, What I Want to Learn, What I Did Learn). TELLS (study title, examine pages and find what story is about, look for important words, look for hard words, identify setting) Fact or Fiction, and advance organizers. During reading strategies include using reciprocal questioning techniques (Re-Quest), self-questioning, visual imagery in which students develop their own pictures for the story, and story mapping. Post-reading strategies that are presented include story retelling, paraphrasing, and using a strategy called "Question-Answer Relationship" to teach students to become aware of the different types of questions asked in stories. (Contains 26 references.) (CR)

ED 400 671

EC 305 156

Bortoluzzi, Vicki, Ed.

Communicator, 1996.

California Association for the Gifted.

Pub Date—96

Note—142p.

Available from—CAG, 426 Escuela Avenue, Suite 19, Mountain View, CA 94040; e-mail: cbs2000@aol.com; fax: 415-965-0654; telephone: 415-965-0653.

Journal Cit—Communicator; v27 n1-4 Win-Fall 1996

Pub Type—Collected Works - Serials (022) — Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Advocacy, Bilingual Education Pro-

grams, Citizen Participation, Computer Literacy, Computer Uses in Education, Educational Policy, *Educational Technology, Elementary Secondary Education, *Gifted, Illiteracy, Internet, Language Arts, Leadership Qualities, *Literacy, *Parent Participation, *Politics of Education, Reading Aloud to Others, Reading Instruction, Special Education, Television Viewing, Voting

Identifiers—California

This compilation of four journal issues on gifted education in California focuses on the following topics: (1) literacy for the 21st century; (2) technology; (3) reflections on gifted education; and (4) politics. Major articles include: "English Language Arts in California's Schools: A New Beginning" (Diane Levin and Catherine Bartlett); "Parents Promoting Literacy" (Marilyn Morrison); "The Illiterate Gifted Student: Oxymoron or Reality" (Kathie Alhara); "Nurturing a Nation of Nonreaders: Teaching Reading for Pleasure in a Show-Me Society" (Angel Barrett); "Teaching Literacy to Gifted Students" (Bill Raabe); "Read Aloud to a Gifted Child?" (Lisa Heimlich); "Bilingual Literacy" (Robbie Weeden); "An Internet Primer" (Judy Lieb and Tony Anderson); "Exploding Myths About Television and Children" (Milton Chen); "Don't Let Your Kids Have All the Fun: Become A Computer Literate Parent" (Marilyn Morrison); "Computers: The Home Schooling Connection" (Roberta Ponce); "The Software Explosion: A Guide to Selecting Instructional Materials For Gifted Students" (Hillary S. Hertzog); "Technology Copyright Laws: Your District Probably Has a Policy—Do You Know the Guidelines?" (Marge Hocort); "And the Internet Shall Set You Free? Road Signs and Insights for the Internet Traveler" (Andy Rogers); "The Internet: Check Your Sources" (Sara Armstrong); "Student As Instructor Project: Using Instructional Television To Empower Students" (Victor Lamky); "Gifted and Talented Education Moves Forward" (Catherine Bartlett); "Parent Involvement: Past and Future" (Sharon A. Freitas); "How To Turn Your Summer Vacation into a Learning Experience" (Marilyn Morrison); "Gifted Education Politics: School Reform" (Lisa Jeffrey); "Raising Our Children To Be Educated Voters" (Marilyn Morrison); "How Can I Get Involved? Being an Advocate for Gifted Education at All Levels of Government" (Lisa M. Heimlich); "Seven Characteristics of Highly Effective Technology Leaders" (John A. Valle); and "Pondering Politics in the Classroom" (Victoria Siegel and Sandra N. Kaplan). (CR)

ED 400 672

EC 305 157

Rickman, David Motzenbecker, Trudi

The Effects of a Response-Cost Program on the Classroom Behavior of Two Children with Attention Deficit/Hyperactivity Disorder.

Pub Date—Oct 96

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Control, *Attention Deficit Disorders, *Behavior Modification, Behavior Problems, *Contingency Management, Feedback, *Hyperactivity, *Positive Reinforcement, Primary Education, Student Behavior, Time on Task
 Identifiers—*Response Cost

This study examines the effects of using response cost in combination with positive reinforcement procedures in helping two second grade students with attention deficit hyperactivity disorder maintain their attention in the classroom. This involved the loss of reinforcers/points contingent upon inappropriate behavior in the classroom, in addition to earning them for appropriate behavior. The Connors Teacher Rating Scale was used to assess behavior. A small plastic box which contained a digital counter on its face and a red light on top was placed on each subject's desk, and each minute a point was automatically awarded to the child on the counter display. The teacher carried a transmitter and when the student was observed to be off-task, not working, or disruptive, the desk unit was signaled, the red light on the student's desk came on, and a point was deducted. Points could be exchanged for extra computer time, school store items, or a chance to be the teacher's helper. The results indicate that measures of hyperactivity for both subjects showed significant decreases from baseline to end of treatment phases. Significant decreases also occurred in measures of conduct problems and emotional indulgence for one child. (Contains 14 references.) (CR)

ED 400 673

EC 305 235

Implementation of the Individuals with Disabilities

RIF MAR 1997

ties Education Act: Eighteenth Annual Report to Congress.

Department of Education, Washington, DC.

Pub Date—96

Note—505p.; For the 17th Annual Report, see ED 386 018.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Numerical/Quantitative Data (110)

EDRS Price — MF02/PC21 Plus Postage.

Descriptors—Access to Education, Compliance (Legal), Cultural Differences, *Disabilities, Early Intervention, Educational Assessment, *Educational Legislation, *Educational Trends, Elementary Secondary Education, Enrollment, Equal Education, Federal Aid, *Federal Legislation, Inclusive Schools, Infants, Limited English Speaking, Minority Groups, Outcomes of Education, Preschool Education, *Program Implementation, *Special Education, Special Education Teachers, Student Participation, Student Placement, Toddlers, Trend Analysis, Urban Education

Identifiers—Department of Education, *Individuals with Disabilities Education Act, Office of Special Education Programs

The 18th annual report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA) describes the Department of Education's efforts to work with the States to maximize results for students with disabilities and to assess the impact and effectiveness of the Act. Current and historical service patterns for school-age students with disabilities are discussed in chapter 1, including national statistics, analyses generated from State-reported data to the Office of Special Education Programs (OSEP), and analysis of federal funding patterns. Chapter 2 reviews the implementation of the Preschool Grants Program (included in Part B of IDEA), the Early Intervention Program for Infants and Toddlers with Disabilities (Part H of IDEA), and other OSEP-funded projects for infants and young children with disabilities. Chapter 3 describes the progress made toward achieving full participation of students with disabilities in their schools and communities, analyzing educational placements and systems change. Chapter 4 outlines the challenges to providing special education services to students from culturally and linguistically diverse backgrounds, particularly in urban settings, and describes services and programs found to be effective in serving these populations. Chapter 5 focuses on OSEP's efforts to ensure continuous progress in achieving educational results for children with disabilities while maintaining procedural compliance with IDEA. Extensive data tables are appended, dealing with child count, educational environments, personnel, exiting, population and enrollment, financing, and early intervention. Other appendices present summaries and abstracts of the State Agency/Federal Evaluation Studies Program, listings of activities of the Regional Resource Centers and recipients of State Transition Grants, and a description of the methodology used to project personnel needs. (Individual chapters contain references.) (DB)

FL

ED 400 674

FL 023 379

Obadia, Andre A. Theriault, Claire M. L. Attirition in French Immersion Programs: Possible Solutions.

Pub Date—[95]

Note—23p.

Pub Type—Reports - Evaluative (142) — Guides - Non-Classroom (055)

EDRS Price — MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, Administrator Attitudes, Dropout Prevention, Elementary Secondary Education, Foreign Countries, *French, *Immersion Programs, Language Enrollment, Second Language Instruction, *Second Language Programs, Surveys, Teacher Attitudes, *Withdrawal (Education)

Identifiers—*British Columbia, Canada

Motivated by attrition in French immersion programs in Canada, a study was undertaken of the perceptions of French coordinators, helping teachers, school principals, and French immersion teachers in British Columbia (Canada) school districts regarding the attrition rate and students' reasons for leaving immersion. The research differed from previous studies in that it also investigated the strategies used by administrators and teacher to reduce

attrition. Over two-thirds of French coordinators responding felt the dropout rate was normal. Elementary school principals felt students were more likely to drop out in seventh grade early immersion than late immersion, and secondary school principals felt students were more likely to drop out in eighth grade. There was little consensus among the teachers. Overall, data suggest that junior high school is a critical period for retention. All groups felt academic difficulty, limited choice of subjects, and peer pressure were the most common reasons for leaving immersion. Some districts had participated in research on French immersion attrition; most of the coordinators and some principals and teachers mentioned some form of action to reduce attrition. Suggestions for intervention to reduce attrition fell into three categories: district, school, and classroom. A list of suggestions to reduce the drop-out rate in French Immersion Programs is provided. (Contains 11 references.) (MSE)

ED 400 675

FL 023 804

Bacon, Susan, Ed. Humbach, Nancy, Ed.

Legends of Mexico: Units of Instruction, Grades K-8.

Cincinnati Univ., OH. Dept. of Romance Languages.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date—96

Note—258p.

Available from—Department of Romance Languages, University of Cincinnati, P.O. Box 210377, Cincinnati, OH 45221-0377 (\$15).

Language—English; Spanish

Pub Type—Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price — MF01/PC11 Plus Postage.

Descriptors—Cultural Education, Elementary Education, *Folk Culture, Foreign Countries, *Legends, *Oral Tradition, Second Language Instruction, *Second Languages, *Spanish

Identifiers—*Mexico

The 26 units of Spanish instruction for grades K-8 presented here were developed by participants in a 1995-96 teacher institute. The units are designed to help children and adolescents learn both language and culture through Mexican legends. Activities help introduce the legend, test comprehension, and extend the meaning, to develop deeper understanding of Mexican culture and make connections with other content areas. Units include: "Como nacio mazorca de las dulces notas musicales" (Jennene Alexander); "La leyenda del chocolate" (Susan H. Bost); "El misterio de la calle de Olmedo" (Gladys Catala); "La leyenda de la musica, el canto y el baile" (Flor Criaco); "Lecho de rosas" (Rachael Trujillo Coughlin); "Los novios" (Melissa Detwiler); "Un lecho de rosas" (Rebecca L. Eppley); "La leyenda de los novios" (Eppley); "Los sapos y la lluvia" (Rocco Fuschetta); "La casa de los mune-cos" (Susan Guehl); "Huizilopochtli, colibri a la izquierda" (Yvonne L. Hernandez); "El sol y la luna" (Tracy Daniels Jones); "Las orejas del conejo" (Mary Ellen Klima); "El nino espiritu" (Linda Kwaliek); "El hombre iguana" (Randy Lemler); "El animalito que canta" (Bethany A. Lowrey); "La china poblana" (Maria Elena Martinez); "El sol y la luna" (Dena Minard); "La leyenda del mole poblano" (Leslie Mueller); "La china poblana" (Nilsa Nieves); "El sol y la luna" (Tracy L. Purdy); "La musica, el canto y el baile" (Milagros Quiles); "Los novios" (Cheryl A. Smith); "Los chiles en nogada" (Carolina M. Timmerding); "La virgen de Guadalupe" (Rebecca Vay); and "La china poblana" (Isaura Zytkowski). (MSE)

ED 400 676

FL 023 982

Terry, Robert M., Ed.

Dimension '96: Global Access through Languages. Selected Proceedings of the Joint Conference of the Southern Conference on Language Teaching and the Alabama Association of Foreign Language Teachers (Mobile, Alabama, 1996).

Southern Conference on Language Teaching.

Report No.—ISBN-1-883640-05-9

Pub Date—96

Note—106p.

Pub Type—Collected Works - Proceedings (021)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Communication, Class Activities, Classroom Techniques, Cultural Awareness, *Cultural Education, Culture Conflict, Educational Strategies, Educational Technology, Elementary Secondary Education, Japanese,

*Language Teachers, *Listening Comprehension, Multimedia Instruction, Program Development, Protocol Analysis, *Reading Difficulties, Reading Instruction, Second Language Instruction, *Second Languages, Sex Differences, Teacher Certification

Identifiers—Language Across the Curriculum

Six conference papers are presented in this volume. They include: "Living Civilization: A Theoretical Model for Using Task-Based Activities To Combine the Teaching of Language and Culture" (Sharon Gwinn Scinicariello); "Foreign Language Reading versus Understanding: Using Think-Aloud Protocols To Identify L2 Reading Problems" (Carol M. Brown); "Creating a K-12 Japanese Language Teacher Certification Program" (Ryoko Kubota, Audrey L. Heining-Boynton); "Student Use of Interactive Multimedia Technology for Second Language Listening Comprehension" (Lara Mangiafico); "Gender and Foreign Cultures in Business Language Classes" (Anna Gramberg); and "Foreign Language Across the Curriculum: Achieving Language Proficiency Through Reading" (Judith H. Cox, Dominique Linchet). (MSE)

ED 400 677

FL 023 984

Rosenbush, Marcia H., Ed.

Iowa FLES Newsletter, 1985-1995. A Newsletter for Teachers of Foreign Language in the Elementary School.

Iowa State Univ. of Science and Technology, Ames. Dept. of Foreign Languages and Literatures.

Pub Date—95

Note—277p.; A total of 30 issues.

Available from—Iowa FLES Newsletter, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

Journal Cit—Iowa FLES Newsletter; v1-10 1985-1995

Pub Type—Collected Works - Serials (022)

EDRS Price — MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Classroom Techniques, Conferences, *Cultural Education, Curriculum Development, Educational Opportunities, Educational Planning, Educational Strategies, Educational Trends, Elementary Education, Extracurricular Activities, Federal Aid, *FLES, Food, French, Games, German, Grants, Higher Education, Immersion Programs, Instructional Materials, *International Studies, Language Teachers, *Multicultural Education, Nutrition Instruction, Professional Associations, Program Descriptions, Second Language Instruction, *Second Language Programs, Simulation, Spanish, Statewide Planning, Summer Programs, Surveys, *Teacher Certification, Teacher Education, Trend Analysis

Identifiers—Iowa, Total Physical Response

The first ten years (30 issues) of the newsletter for Iowa teachers of foreign language in the elementary school (FLES) contain a variety of articles on both curricular and extracurricular FLES programs and teaching. Topics addressed include: teacher certification; summer language camps; multicultural education and cultural awareness; program development; program articulation; pupil pairing across age groups; a survey of Iowa FLES teachers; bringing FLES into the curriculum; classroom games; professional networking; summer teacher training opportunities; program design; Total Physical Response; simulation of a flight to Germany; lessons from an immersion program; extracurricular FLES; student motivation; Iowa census data on FLES programs; international studies; a program integrating language, art, history, and poetry; state foreign language education policy formation; attitudes toward FLES; special needs education; the FLES teaching experience; instructional units and class activities; integration of language and culture in the classroom; Japanese FLES instruction; research on FLES benefits; sign language to enhance second language learning; business support for FLES; and making a conference presentation. Professional association news, professional and conference notes, and book and materials reviews are included. Most articles are not language-specific; instructional materials and teaching resources reviewed refer primarily to French, German, and Spanish. (MSE)

ED 400 678

FL 024 005

Castro, Carolyn D.

Using the Child's Testimony in Defending the Alleged Child Molester.

Pub Date—Mar 96

Note—19p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996). Contains explicit sexual language.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Patterns, *Child Language, Court Litigation, Interviews, Language Patterns, *Legal Problems, *Lying, *Persuasive Discourse, Questioning Techniques, *Sexual Abuse, Social Workers

Identifiers—*Child Molesters, *Witnesses

Analysis of the transcript of a social worker's interview with a five-and-a-half-year-old girl allegedly sexually abused by a man focuses on how the interview was conducted and elements that suggest it should not be used as testimony. First, inconsistencies in the transcript that cast doubt on the child's reliability are noted, and the truth of the accusation is called into question. Second, flaws in the manner in which the interview was conducted, which resulted in an inaccurate account of the events of the case, are analyzed. Types of questions asked by the social worker and the presuppositions they entailed are then examined, and instances that do lend support to the child's charge of being sexually abused are discussed. It is concluded that information crucial to making a strong case against the alleged molester was not elicited, because clear answers were not received for several questions. The testimony remained unclear, confused, or conflicting. Reconstruction of the events according to the interview suggests that while something happened to the child, the language of her testimony did not prove beyond reasonable doubt that the accused was guilty of molestation. Salient excerpts of the interview transcript are appended. (MSE)

ED 400 679

FL 024 076

Huang, Su-yueh

L1 or L2 Peer Response Sessions? Differences in Verbal Interaction between a Writing Group That Communicates in Mandarin Chinese and One That Uses English.

Pub Date—15 Apr 96

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Communication, College Freshmen, Comparative Analysis, Critical Thinking, *English (Second Language), Foreign Countries, Freshman Composition, *Group Dynamics, Higher Education, Language of Instruction, Language Role, Language Usage, *Mandarin Chinese, *Peer Evaluation, Rhetoric, Thinking Skills, Writing Evaluation, *Writing Instruction

Identifiers—*Taiwan

A study conducted in a freshman English class in a Taipei (Taiwan) university investigated how peer response groups functioned in their native language (Mandarin Chinese) and English, a second language. Analysis focused on (1) whether there were qualitative differences in the comments students made about peers' writing in the two languages, and (2) whether qualitative differences in interaction occurred during the peer response sessions. Participants were 35 students randomly assigned to English-language (L2) and Chinese-language (L1) groups, which were further subdivided into three- and four-student peer review groups. Results indicate that during the review session, the L1 group gave more specific comments than the L2 group, and the two groups emphasized different aspects of the compositions. L1 groups focused mainly on language usage, while the L2 groups dealt more evenly with language use, reasoning, and rhetoric. The former communicated more effectively, but the latter appeared more supportive of each other. Implications for teaching and research are discussed. (Contains 29 references.) (Author/MSE)

ED 400 680

FL 024 124

Lin, Hsiang-Pao, Shen, Shan-shan

Perceptual Learning Style Preferences for EFL Students in Junior Colleges in Taiwan.

Pub Date—[96]

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Style, *College Students, Comparative Analysis, Educational Attitudes, *English (Second Language), Foreign Countries, Instructional Program Divisions, Language Skills, Postsecondary Educa-

tion, Second Language Instruction, Second Language Learning, Self Concept, *Self Esteem, *Sex Differences, Student Attitudes, Student Characteristics, *Teacher Student Relationship

Identifiers—*Taiwan

This study investigated the learning style preferences of Taiwanese junior college students of English-as-a-Second-Language (ESL) and student characteristics, language experience, and attitudes that appeared related to learning style preference. Subjects were approximately 1,000 EFL students in the first through third years of study at seven junior colleges. A questionnaire based on four learning style preferences (auditory, visual, kinesthetic/tactile, group/individual) was administered. Results indicate that female students expressed more willingness to adopt more learning styles than males, and showed higher willingness to learn, learning achievement, and better teacher-student relationships. Second-year students had a better self-concept and teacher student relationship than did third-year students. Learning willingness, achievement, and self-concept correlated better with earlier English language learning. Most students, even low achievers, had a good relationship with the teacher. The questionnaire, in Chinese, and response data analyses, in English, are appended. Contains 37 references. (MSE)

ED 400 681

FL 024 154

Adger, Carolyn Temple

Language Minority Students in School Reform:

The Role of Collaboration. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-97-01

Pub Date—Oct 96

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street

N.W., Washington, DC 20037.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperation, *Educational Change, Elementary Secondary Education, *Language Minorities, School Community Relationship, *School Restructuring

Identifiers—ERIC Digests

This digest focuses on educators' collaborations among themselves and with parents in reforming schools to serve language minority students well. Examples are provided from the Program in Immigrant Education, a national program working to improve the education of immigrant students in secondary school. Specific attention is focused on the following: (1) the necessity of strong leadership in changing schools, and the importance of keeping language and culture on the reform agenda; (2) teacher inquiry and reflection, whereby teachers raise questions about students' success in school, gather and analyze data, and plan appropriate responses; (3) collaboration beyond the school, which includes collaborations with parents and the community; and (4) the change process, which is ongoing. (Contains 19 references.) (Author/VWL)

ED 400 682

FL 024 158

Coreil, Clyde, Ed. Napoliello, Mihri, Ed.

The Journal of the Imagination in Language Learning. 1995-96.

Jersey City State Coll., N.J.

Report No.—ISSN-1071-6157

Pub Date—96

Note—121p.; "Published annually in conjunction with the Annual Conference on the Role of the Imagination in Language Learning at Jersey City State College."

Available from—The Journal of the Imagination, Hepburn Hall, Room 111, Jersey City State College, 2039 Kennedy Boulevard, Jersey City, NJ 07305-1597 (published annually; U.S. subscribers, \$5 per copy; foreign subscribers, \$8 per copy).

Journal Cit—Journal of the Imagination in Language Learning; v3 1995-96

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Art Activities, Broadcast Television, Class Activities, Classroom Communication, *Classroom Environment, Classroom Techniques, Creative Writing, Creativity, Cultural Awareness, Cultural Education, Dance, Dramatics, Educational Strategies, Elementary Secondary Education, Fiction, Film Study, Graphic Arts,

Higher Education, *Imagination, Instructional Materials, Intelligence, Language Laboratories, Multimedia Instruction, *Music Activities, Oral Language, Photographs, Role Playing, Second Language Instruction, Second Language Learning, *Second Languages, Singing, *Writing Instruction

Identifiers—Authentic Materials, Multiple Intelligences

Articles address a variety of ways in which imagination can be used to enhance second language teaching and learning. They include: "Multiple Intelligences and Second Language Acquisition" (Mary Ann Christison); "Spellbound in the Language Class: A Strategy of Surprise" (Gertrude Moskowitz); "The Imagination: Where Roles and Images Reside" (Robert Landy); "The Imagination and CD-ROM: Multimedia Language and Culture Instruction" (Thomas J. Garza); "Reel Talk: Movies, Values, and Language Acquisition" (Kara Griffin); "Thematic Photographs: From Past Lives to Creative Writing" (Larry Carter); "De-Mythologizing the Research Paper" (Barbara Guenther); "See It! Tell It! Write It!" (Kathleen Mata); "Making a Song and Dance: The Musical Voice of Language" (Paul Newham); "Grandma Moses Meets ESL: Art for Speaking and Writing Activities" (Claudia J. Rucinski-Hatch); "On Creating Theatrical Collages with ESL Students" (Rhonda Naidich); "The Creative Connection in Movies and TV: What 'DeGrassi High' Teaches Teachers" (Jim Ward, Suzanne Lepoint); "Cultural Artifacts" (Joshua Dale); "Graphics from the Front: Artistry in Language Teaching" (Susan Gill); "Writing in Music" (Sharon Meyers); "Novels and Films: A Dynamic Double Feature" (Leslie Criston); "Getting Imaginative in the Language Laboratory" (Darci L. Strother); and "Creating Theater in the ESL Classroom" (Maria Guida). (MSE)

ED 400 683

FL 024 159

Glick, Douglas J.

Ethnic Stereotype in Action: A Televised Battle about Social Identity.

Pub Date—Mar 96

Note—25p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996). Handout contains light print.

Pub Type—Reports - Evaluative (142) — Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Broadcast Television, Discourse Analysis, *Drama, *Ethnic Stereotypes, Foreign Countries, *Hebrew, Intercultural Communication, *Interpersonal Communication, Interviews, *Jews, *Racial Identification, Sociocultural Patterns, Uncommonly Taught Languages

Identifiers—Ashkenazim, Israel, *Politeness, Sephardic Jews

An analysis of a televised interview, in Israel, of an actress playing a role in a play is presented as an illustration of politeness marking in modern Israeli Hebrew. The interviewer is well-known as an educated Ashkenazi Jew, the actress a singer well-known for her vocal portrayal of Sephardic Jews, and in this case playing an exaggeratedly stereotyped role of a Sephardic Jewish maid. Analysis focuses on the locally-produced discourse pattern in the interview, and it is assumed that the actress's ethnicity is at the core of the pattern. Use of two words, "yahabla" and "kapara," is closely linked to the ethnic heritage and stereotype of Sephardic Jews, and their contextualizations in this interaction are seen as reflections of speaker-hearer solidarity and the projection onto the actress of certain negative associations. The responses of 55 native Israelis to a tape of the interview are viewed as suggesting that an entertaining but vicious interaction was taking place in it. An English transcription of a segment of the interview and data from the analyses of interpretive filters are appended. (MSE)

ED 400 684

FL 024 160

DeWispelaere, Christi, Kossack, Julie

Improving Student Higher Order Thinking Skills through the Use of Graphic Organizers.

Pub Date—23 Apr 96

Note—159p.; Master's Thesis, Saint Xavier University.

Pub Type—Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Audiovisual Aids, Classroom Techniques, Instructional Effectiveness, Instructional Materials, Program Descriptions, Secondary Edu-

cation, Secondary School Students, Second Language Instruction, *Second Languages, Skill Development, *Spanish, *Thinking Skills Identifiers—*Graphic Organizers

A program designed to improve higher-order thinking skills in secondary school students of Spanish as a second language is reported. Deficiency in higher order thinking was documented through teacher-constructed tests, students' oral presentations in Spanish, teacher observation journals, and student reflection logs. Analysis showed the students lacked knowledge, practice, and transfer of higher order skills, regardless of the skills being taught in isolation or integrated into the curriculum. The intervention used in this project centered on use of graphic organizers, or mental maps presented in visual form that represent key skills such as sequencing, comparing and contrasting, and classifying. Appropriate graphic organizers were selected for the course content and used in instruction and testing, and students were provided with feedback. Students also developed their own graphic organizers and used them in new situations. Improvement in student performance was first noted in written quizzes and tests, and later in organization of student projects and improved student behavior. It is concluded that graphic organizers can be incorporated into second language instruction easily and effectively. Materials and supporting documentation are appended. Contains 31 references. (MSE)

ED 400 685 FL 024 161

Morrish, Elizabeth
 "Pretended Families" and "Fragile Youth": British Public Discourse about Lesbians and Gays.

Pub Date—Mar 96
 Note—17p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (18th, Chicago, IL, March 23-26, 1996).
 Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Discourse Analysis, Foreign Countries, *Homosexuality, Legislation, *Lesbianism, Life Style, *Newspapers, *News Writing, *Public Opinion Identifiers—*Great Britain

This study analyzed writing in prominent British newspapers concerning homosexuality and lesbianism, focusing on these elements of discourse: discourse themes and assumptions underlying their choice; information treated as given or implied in the text; relationships with other discursive formations and texts; significance about the writer's authority and degree of certainty; the speaker's perception of agency and causality; and lexical choice. Legislation concerning or referring to homosexuality in Great Britain is chronicled, with attention given to specific terminology and its implications. Newspaper reports of one case in which a female school principal was criticized for a comment about heterosexual love are examined for reference to political correctness and lesbian stereotypes. Reportage of the parliamentary vote on raising the age of consent for gay men is also analyzed. It is concluded that collectively, these statements form a pattern of discourse that creates an atmosphere supportive of legitimate censure of the open expression of homosexuality. A revision of public discourse patterns is urged. Contains 21 references. (MSE)

ED 400 686 FL 024 162

Jones, Delyth
 Assessment of Communicative Competence of Children in Welsh Immersion Programmes.

Pub Date—[96]
 Note—19p.
 Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Communicative Competence (Languages), Comparative Analysis, Discourse Analysis, Elementary Education, Foreign Countries, Grammar, *Immersion Programs, Interpersonal Communication, *Language of Instruction, Language Skills, Native Speakers, Program Effectiveness, Second Language Learning, *Second Language Programs, Uncommonly Taught Languages, *Welsh, Young Children

This study investigated the degree of communicative competence of 8-year-old ($n=45$) students in five Welsh language immersion programs or Welsh-medium schools, comparing the children's skills with those of 10 native Welsh-speaking children. All were asked to retell a story show previ-

ously on video, and to participate in a group discussion task. In addition, they were asked to write the story in their own words. Specific aspects were analyzed within four main areas of competence subscribed in communicative competence: grammatical (especially use of gender); sociolinguistic (appropriate use of formal and familiar terms of address for second person singular); discourse (cohesion); and strategic (communication strategies used in retelling the story and in group discourse). Patterns of usage and comparisons with native-speaking peers are summarized. Results suggest that the immersion students' grammatical and sociolinguistic competence were weaker than their discourse and strategic competence. Contains 26 references. (MSE)

ED 400 687 FL 024 164

Liao, Xiaoling
 Chinese Learners' Communicative Incompetence: Causes and Solutions.

Pub Date—[96]
 Note—16p.
 Pub Type—Reports - Evaluative (142) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Chinese, *Communicative Competence (Languages), *Educational Environment, *English (Second Language), Language Teachers, Learning Motivation, Listening Skills, Second Language Instruction, Skill Development, Speech Skills, *Student Motivation Identifiers—*Chinese People

Some causes of difficulty experienced by Chinese learners of English as a Second Language (ESL) in attaining communicative competence in the target language include lack of appropriate teacher strategies; teachers' limited English language proficiency; neglect of education in the target culture; lack of communicative activities; students' instrumental, not integrative, learning motivation; poorly designed textbook; limited English input outside the classroom; and exposure primarily to written English within the classroom. Proposed solutions include use of a five-stage teaching method (review, presentation, drill, practice, consolidation) that corresponds to the stages of information processing, a learner-oriented environment and skill-oriented teaching method, increased practice in listening and speaking skills, teaching of reading and writing skills as a means of communicating ideas, increased cultural awareness, stimulation of student motivation through classroom and extracurricular activities that are both authentic and of interest to the students, creation of a low-anxiety learning environment, training teachers to adapt instructional materials for communicative practice, natural and realistic classroom language practice, and increased use of English in the classroom. Contains seven references. (MSE)

ED 400 688 FL 024 165

Jones, Nathan B.
 Preparing Chinese Speech Students for a Multicultural World.

Pub Date—16 Mar 96
 Note—23p.; Paper presented at a Conference on the Teaching of Oral Skills in English as a Foreign Language (Changhua, Taiwan, March 16, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audience Awareness, Chinese, *Cultural Awareness, *Cultural Pluralism, Empathy, *English (Second Language), Foreign Countries, *Intercultural Communication, Program Descriptions, Second Language Instruction, Skill Development, *Speech Skills, Student Projects

Identifiers—*Chinese People, Taiwan

Teachers of English as a Second Language (ESL) are responsible not only for teaching students about the rules of language, but also for encouraging the understanding of and empathy for those who are native and non-native speakers of the target language. Where there is cultural diversity, there is often intolerance, and Taiwan is no exception. A multicultural component has been integrated into an English speech class in the form of a long-term project resulting in a presentation on multiculturalism. Classroom work focuses on problem-solving and communicative skills, both formal and informal, through lectures and discussion of multiculturalism, cultural differences, and cultural tolerance. Results of cultural intolerance in Taiwan's history and potential areas for cultural conflict between Asian and Western cultures are also explored. Formal oral pre-

sentations conclude the course. This approach is intended as a practical step in preparing students to understand multiculturalism in their individual lives and in Taiwan's society, and to become proficient, responsible members of the international English-speaking community. Contains 22 references. A syllabus is appended. (MSE)

ED 400 689 FL 024 166

Casbarro, Susan Nanna
 Content Area Reading Strategies for English Speakers of Other Languages (CARS for ESOL).

Pub Date—6 May 96
 Note—115p.; Master's Thesis, Nova Southeastern University.

Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Masters Theses (042)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Audiovisual Aids, *Content Area Reading, Elementary Education, *English (Second Language), Hearing Impairments, Limited English Speaking, Program Descriptions, Reading Comprehension, Reading Instruction, Reading Strategies, *Social Studies

Identifiers—*Content Area Teaching

A program to improve social studies reading comprehension among students of English for speakers of other languages (ESOL) was developed in the form of a practicum for use in an exemplary new school in Florida. Participants were five ESOL students, aged 9-11, with widely varying English proficiency, and a group of fifth grade teachers responsible for ESOL instruction. One student was hearing-impaired. Student language skills were assessed with local and standardized tests, and teacher competencies and needs in ESOL instruction were assessed using a questionnaire. A 12-week program of teacher training and student instruction was implemented. Drawing on research in social studies and reading instruction, the project consisted of content instruction using commercial texts, interactive questioning, instruction in reading study strategies, teacher training in the use of graphics, and increased ESOL teacher planning time. Students were given a social studies reading comprehension pretest. After the 12 weeks, content and visual post-tests were administered and student individualized educational plans were reviewed by teachers. Results showed substantial increase in student comprehension and use of graphic aids and teachers showed increased understanding of targeted teaching techniques and use of additional joint planning time. Contains 16 references. Substantial project-related materials are appended. (MSE)

ED 400 690 FL 024 167

Hume, Elizabeth, Ed.
 Papers in Phonology. Working Papers in Linguistics No. 41.

Ohio State Univ., Columbus. Dept. of Linguistics.
 Pub Date—Dec 92
 Note—156p.

Pub Type—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—African Languages, Arabic, Bantu Languages, Chinese, Grammar, *Language Patterns, Language Research, Language Rhythm, *Linguistic Theory, *Phonology, Regional Dialects, Suprasegmentals, Syllables, Tone Languages, *Uncommonly Taught Languages

Identifiers—Arabic (Rwaili), Bukusu, Maltese, Sukuma

Six working papers on phonology, primarily concerning less commonly taught languages, are presented in this volume. Titles include: "Non-Uniqueness Condition and the Segmentation of the Chinese Syllable" (Benjamin Ao); "Theoretical Consequences of Metathesis in Maltese" (Elizabeth Hume); "Cs and Vs or Moras: The Case of Bukusu Prosodic Structure" (Nasiombe Mutoinyi); "Simplicity of Underlying Representation as Motivation for Underspecification" (David Odden) (refers to multiple languages); "The Feature Pharyngeal in Rwaali Arabic: A Case for Long Distance Multiple Linking" (Frederick Parkinson); and "A Non-Metrical Theory of Sukuma Tone" (R. Ruth Roberts). Chapters contain references. (MSE)

ED 400 691 FL 024 168

Dickerson, Wayne B., Ed. Kachru, Yamuna, Ed.
 Issues and Developments in English and Applied Linguistics (IDEAL), 1994.

Illinois Univ., Urbana. Div. of English as an International Language.
 Report No.—ISSN-1047-9767

Pub Date—94

Note—115p; Published annually. Indexed on an article-by-article basis in CIJE.

Journal Cit—Issues and Developments in English and Applied Linguistics; v7 1994

Pub Type—Collected Works - General (020) — Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Applied Linguistics, Discourse Analysis, *English (Second Language), Interpersonal Communication, Japanese, *Language Patterns, Language Research, Language Usage, Linguistic Theory, Nouns, *Phoneme Grapheme Correspondence, Second Language Instruction, Second Language Learning, Speech Skills, Spelling, *Stress (Phonology), Verbs

Identifiers—Japanese People

Seven papers on topics of English-as-a-Second-Language (ESL) instruction, language research, and applied linguistics are presented: "ESL Students and Common L2 Conversation-Making Expressions" (Eli Hinkel); "Thematic Options in Reporting Previous Research" (Sarah Thomas, Thomas Hawes); "Connected Speech Modifications in the English of Japanese ESL Learners" (Janet Anderson-Hsieh, Timothy Riney, Kenneth Koehler); "Discourse Stress and Phrasal Verbs" (Wayne B. Dickerson); "The Stress of Compound Nouns: Linguistic Considerations and Pedagogical Considerations" (Laura D. Hahn); "Where Phonology Meets Orthography" (Thomas R. Hofmann); and "Attitude as a Description of Intonational Meaning" (John M. Levis). (MSE)

ED 400 692

FL 024 169

Dickerson, Wayne B., Ed.

Issues and Developments in English and Applied Linguistics (IDEAL), 1995.

Illinois Univ., Urbana. Div. of English as an International Language.

Report No.—ISSN-1047-9767

Pub Date—95

Note—118p; Published annually. Indexed on an article-by-article basis in CIJE.

Journal Cit—Issues and Developments in English and Applied Linguistics; v8 1995

Pub Type—Collected Works - General (020) — Collected Works - Serials (022)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Applied Linguistics, *Bilingualism, Child Language, Children, Classroom Research, Contrastive Linguistics, English, *English (Second Language), Feedback, French, Grammar, Group Dynamics, *Intercultural Communication, Language Patterns, Language Research, Language Styles, *Linguistic Theory, *Peer Evaluation, Second Language Instruction, Second Language Learning, Small Group Instruction, Student Participation, *Teacher Attitudes, Writing Instruction

This volume presents seven papers on topics about second language instruction, language research, and applied linguistics. Titles include: "Grammar and Its Teaching: Challenging the Myths" (Diane Larsen-Freeman); "Cross-Cultural Writing and Rhetorical Styles: Toward a 'Socially Realistic' Contrastive Rhetoric" (Yamuna Kachru); "Mother, I'd Rather Do It Myself, Maybe: An Analysis of Voice-Onset Time Produced by Early French-English Bilinguals" (Molly Mack, Sandra Bott, Consuelo B. Boronati); "Symposium on Action Research: Introduction" (Nuna Markee); "The Effect of Group Dynamics and Task Design on Learner Participation in Small Group Work" (Lori Chinitz); "Don't Judge a Book by its Cover: A Teacher's Perceptions and Misperceptions" (Jennifer Lai); and "The Process of Peer Feedback" (Timothy A. Noble). (MSE)

ED 400 693

FL 024 171

den Ouden, Dirk-Bart

Syllable Structure: A Comparison of Different Analyses. Part I: Child Cluster Reduction and Compensatory Lengthening; Part II: Syllable Structure in Sranan.

Pub Date—Jul 95

Note—102p; Doctoral dissertation, Rijksuniversiteit, Groningen, the Netherlands.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Child Language, *Creoles, Diachronic Linguistics, English, Foreign Countries, *Language Acquisition, *Language Patterns, Language Research, Linguistic Theory, *Syllables, Uncommonly Taught Languages

Identifiers—*Sranan, *Surinam

A report of research on phonology consists of two parts. The first examines the direction in which syllables are "built"—whether the segment or the syllable came first. The first part looks at the effects that different forms of syllabification have on syllable structure, and explores which syllable structure accounts for most syllable-related phonological processes. Attention is given to patterns of child language acquisition and its effects on syllable structure. It is concluded that the solution lies in an analysis in which direction of syllabification has no role at all. The second part analyzes syllable structure in Sranan, a Surinam creole, in the context of the child language data in part I. Focus is on onset and rhyme structure and on patterns of initial /s/ in clusters when compared with Sranan's superstrate language, English. A strong parallel between creolization and first language acquisition patterns is theorized. Contains 53 references. (MSE)

ED 400 694

FL 024 174

Marlett, Stephen A., Ed. Speck, Charles H., Ed. Work Papers of the Summer Institute of Linguistics, University of North Dakota Session. Volume 40.

Summer Inst. of Linguistics, Grand Forks, N. Dak.

Pub Date—96

Note—127p; For individual papers, see FL 024 175-179.

Available from—SIL-UND Work Papers, c/o International Linguistic Center, Bookroom, 7500 Camp Wisdom Rd., Dallas, TX 75236.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Burushaski, Chinese, Discourse Analysis, Foreign Countries, *Grammar, Greek, Information Processing, *Language Patterns, *Language Processing, Language Research, *Languages, *Linguistic Theory, Morphology (Languages), Nouns, Phrase Structure, Regional Dialects, Syntax, *Uncommonly Taught Languages, Verbs

Research by the staff and advanced students of the North Dakota Summer Institute of Linguistics is presented. In "Verb Agreement and Case Marking in Burushaski" (Stephen R. Willson), an overview of Burushaski morphology and syntax is presented, with special attention to verb agreement and case marking. "A Backwards Binding Construction in Zapotec" (Cheryl A. Black) looks at a construction in which a null subject is coreferential with the possessor of the direct object. An analysis of the Greek noun phrase within the X-bar theory of phrase structure is offered in "On Generating the Greek Noun Phrase" (Cheryl A. Black, Stephen A. Marlett). In Meigu County Yi Tone" (Andy Eatough), tone data from a never before documented Chinese dialect are presented. "A Search for Inflectional Priming Reveals an Effect of Discourse Type on the Lexical Access of Inflected Verbs" (Greg Thomson, Bushra Adnan Zawaydeh) reports the test of a hypothesis about the organization of the mental lexicon. (MSE)

ED 400 695

FL 024 175

Willson, Stephen R.

Verb Agreement and Case Marking in Burushaski.

Pub Date—96

Note—72p; In: Work Papers of the Summer Institute of Linguistics, Volume 40; see FL 024 174.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Burushaski, *Case (Grammar), Foreign Countries, *Grammar, *Language Patterns, Language Research, Linguistic Theory, Nouns, Structural Analysis (Linguistics), *Uncommonly Taught Languages, Verbs

Identifiers—Markedness, Pakistan, *Relational Grammar

Analysis of a form of Burushaski, spoken in northern Pakistan, uses Relational Grammar (RG), targeting grammatical relations at different strata in a clause, to account for a wide range of verb agreement and case marking phenomena. It is found that the RG notions of unaccusative and unergative are sufficient to characterize the two major groupings of intransitive verbs. The nominals that can trigger object agreement on the verb are accounted for by various revaluation constructions. The grammar sanctions inversion, multi-predicate causative constructions, and impersonal constructions with a silent dummy nominal, thus making a similar case for subject agreement. Burushaski particularly lends support for RG claims about antipassive constructions. The RG notion of ascension is sufficient to

account for possessor object agreement with verbs that govern this construction. Analyzing clauses with auxiliaries as multi-predicate construction helps account for absence or presence of object agreement in some situations. Causatives and inversion are also seen as multi-predicate constructions. Case marking of certain nominals is often sensitive to grammatical relations within a clause; if a nominal bears a certain relation in a clause, it will receive appropriate marking in spite of other grammatical relations. The rule for ergative case marking is similar. Contains 66 references. (MSE)

ED 400 696

FL 024 176

Black, Cheryl A.

A Backwards Binding Construction in Zapotec.

Pub Date—96

Note—17p; In: Work Papers of the Summer Institute of Linguistics, Volume 40; see FL 024 174.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Foreign Countries, *Language Patterns, Language Research, *Linguistic Theory, Structural Analysis (Linguistics), *Uncommonly Taught Languages

Identifiers—Anaphora, *Binding Theory, Mexico, *Zapotec

Many of the Zapotecan (Mexico) languages have a unique way of signaling co-reference between the subject and the possessor of the object: the subject is null. Analysis of such a construction is problematic to current theories of anaphoric construction. In this analysis, the construction is described and the theoretical problem is underlined by opposing obvious alternative analyses. An analysis is proposed in which it is the tail rather than the head of the chain of coreferent elements that is identified, suggesting that this is another place where parameterization is needed. Contains 23 references. (Author/MSE)

ED 400 697

FL 024 177

Black, Cheryl A. Marlett, Stephen A.

On Generating the Greek Noun Phrase.

Pub Date—96

Note—19p; In: Work Papers of the Summer Institute of Linguistics, Volume 40; see FL 024 174.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Determiners (Languages), *Greek, *Language Patterns, Language Research, *Linguistic Theory, *Nouns, *Phrase Structure, Structural Analysis (Linguistics), Syntax, Uncommonly Taught Languages

The basic noun phrase of Koine Greek is examined, and an analysis consistent with current views on phrase structure within X-bar theory is proposed. The fact that the syntactic distribution of quantifiers, demonstratives, and descriptive adjectives is different leads to the proposal that these are distinct word classes in Greek, as in many other languages. The distribution of articles is given serious attention and is found to support the relatively recent proposal (the Determiner Phrase hypothesis) that the traditional noun phrase is best analyzed as a determiner phrase (DP), which may then take a noun phrase (NP) as its complement. Contains 18 references. (Author/MSE)

ED 400 698

FL 024 178

Eatough, Andy

Meigu County Yi Tone.

Pub Date—96

Note—5p; In: Work Papers of the Summer Institute of Linguistics, Volume 40; see FL 024 174.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chinese, Foreign Countries, *Language Patterns, Language Research, Linguistic Theory, Morphology (Languages), Nouns, Phonology, *Regional Dialects, *Tone Languages, Uncommonly Taught Languages

Identifiers—China

One dialect of Yi spoken in Meigu County in the southern part of China's Sichuan Province is analyzed for its tone patterns, based on data provided by a bilingual native speaker. Consonant and vowel inventories are provided. Three contrastive tones are found. One has three allophones, which are conditioned by the preceding tone. Tonal allomorphy is illustrated in one data set. Some tonal allomorphy is also found; in a second data set, a rule applying to nominal compounds and affecting the tone of the first noun root is illustrated. A third data set illustrates another rule that applies in number + classifier compounds and affects the tone of the classifier.

(MSE)

ED 400 699 FL 024 179

Thomson, Greg Zawaydeh, Bushra Adnan
A Search for Inflectional Priming Reveals an Effect of Discourse Type on the Lexical Access of Inflected Verbs.

Pub Date—96

Note—17p.; In: *Work Papers of the Summer Institute of Linguistics*, Volume 40; see FL 024 174.
 Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Grammar, Higher Education, *Language Patterns, Language Research, *Linguistic Theory, *Suffixes, *Tenses (Grammar), *Verbs

Identifiers—*Inflection (Grammar)

A cross-modal priming experiment was conducted to test the hypothesis that lexical access of verbs marked with a specific inflectional suffix would be facilitated by immediately prior exposure to semantically and contextually unrelated verbs with the same suffix. It was hypothesized that while listening to spoken "ed" sentences, subjects would respond more quickly to target words in the "ed" form than in the "s" or bare root form. Subjects were 15 university students, all native speakers of English, who responded to 60 visually presented target words, all based on one-syllable verb roots, while listening to aurally presented sentences of two types, one with and one without "ed" verb morphology to provide a past tense environment. The predicted priming did not occur. Instead, bare root forms showed an absolute advantage over inflected forms in this experimental paradigm. However, an unanticipated finding was that responses to inflected forms were affected by the kind of discourse that was being attended to auditorily at the time of the visual lexical decision. There was no such effect of discourse context on responses on uninflected verbs. Results lend some support to the view that inflection triggers discourse integration. Contains 37 references. (MSE)

ED 400 700 FL 024 180

Bouton, Lawrence F., Ed.
Pragmatics and Language Learning. Monograph Series Volume 7.
 Illinois Univ., Urbana. Div. of English as an International Language.

Pub Date—96

Note—219p.; For individual papers, see FL 024 181-191.

Available from—Pragmatics and Language Learning, English as an International Language, University of Illinois at Urbana-Champaign, 3070 Foreign Languages Building, 707 South Mathews Avenue, Urbana, IL 61801 (\$12).

Pub Type—Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Chinese, College Faculty, College Students, Communication Apprehension, Contrastive Linguistics, Discourse Analysis, English (Second Language), *Intercultural Communication, Interpersonal Communication, *Language Patterns, Language Research, Linguistic Theory, Metacognition, Metaphors, North American English, *Pragmatics, Russian, Second Language Instruction, Second Language Learning, *Second Languages, Sociocultural Patterns, Special Education, Teacher Student Relationship, *Writing (Composition), Written Language

Identifiers—Requests

Papers on aspects of pragmatics include: "Pragmatics and Language Learning" (Lawrence F. Bouton); "Pragmatics and Language Teaching: Bringing Pragmatics and Pedagogy Together" (Kathleen Bardovi-Harlig); "Cross-Cultural Communication and Interlanguage Pragmatics: American vs. European Requests" (Jasone Cenoz, Jose F. Valencia); "At Your Earliest Convenience: A Study of Written Student Requests to Faculty" (Beverly S. Hartford, Bardovi-Harlig); "Cross-Cultural Differences in American and Russian General Conventions of Communication" (Yuliya B. Kartalova); "Foregrounding the Role of Common Ground in Language Learning" (Sara W. Smith, Andreas H. Jucker); "The Pragmatics of Uncertainty" (Noriko Tanaka); "Sociocultural Dimensions on Voice in Non-Native Language Writing" (Linda A. Harklau, Sandra R. Schecter); "Metadiscourse and Text Pragmatics: How Students Write After Learning about Metadiscourse" (Margaret S. Steffensen, Xiaoguang Cheng); "Underproduction Does Not Necessarily Mean Avoidance: Investigation of Underproduction Using Chinese ESL Learners" (Jiang

Li); and "Contextual Thinking about Teaching: Special Educators' Metaphorical Representations of Practical Knowledge" (Mark P. Mostert). (MSE)

ED 400 701 FL 024 181

Bouton, Lawrence F., Ed.
Pragmatics and Language Learning.

Pub Date—96

Note—22p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning. Monograph Series Volume 7*, p1-20, 1996; see FL 024 180.

Pub Type—Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communicative Competence (Languages), *Cross Cultural Studies, *English (Second Language), Language Research, Linguistic Theory, *Pragmatics, Research Methodology, Research Tools, *Research Utilization, Second Language Instruction, Second Language Learning, *Speech Acts, *Theory Practice Relationship

Identifiers—*Implicatures
 The roles that pragmatics can play in the development of communicative competence are discussed, and three uses are examined in greater detail, with examples offered: (1) for the refinement of the study of speech acts as they occur in different cultures; (2) to help determine the extent to which explicit instruction can increase the rate at which non-native speakers of English can develop different facets of their pragmatic competence (in the example cited, competence with implicatures); and (3) as a contribution to the presentation of different functions of a language in textbooks designed for second language learners. Data from studies are presented for illustration. It is concluded that the current challenge is to ensure that what is learned about pragmatics is used effectively in the second language classroom. Contains 30 references. (MSE)

ED 400 702 FL 024 182

Bardovi-Harlig, Kathleen
Pragmatics and Language Teaching: Bringing Pragmatics and Pedagogy Together.

Pub Date—96

Note—21p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning. Monograph Series Volume 7*, p21-39, 1996; see FL 024 180.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Contrastive Linguistics, *Grammar, Instructional Materials, Interlanguage, Language Research, Learning Processes, Linguistic Theory, *Pragmatics, *Research Utilization, Second Language Instruction, *Second Language Learning, *Second Languages

Discussion of the role of pragmatics research in language teaching looks at the role such research should play in the language classroom, and the role of researcher, teacher, and teacher educator in making that connection. It is noted that pragmatics research has discovered a number of differences in the ways in which first- and second-language learners acquire the target language: differences in speech acts used, in forms of speech acts, in choice of semantic formulas, and in the content of semantic formulas. Research has also revealed the importance of input and its sources, and cross-cultural and interlanguage pragmatics research has begun to help in development of pedagogically appropriate materials. It is argued that a speech act framework is useful for translating pragmatics research into classroom practice that helps learners attend to interactions and reactions and consider the effects of one choice of words over another. Learner-centered teaching methods are viewed as useful in this effort. Suggestions are offered on the selection of speech acts on which to focus in the second language classroom and techniques for presenting new speech act information, drawing on results of research. Contains 44 references. (MSE)

ED 400 703 FL 024 183

Cenoz, Jasone Valencia, Jose F.
Cross-Cultural Communication and Interlanguage Pragmatics: American vs. European Requests.

Pub Date—96

Note—16p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning. Monograph Series Volume 7*, p47-53, 1996; see FL 024 180.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Comparative Analysis, Contrastive Linguistics, Cultural Differences, Discourse Analysis, *English, English (Second Language), Foreign Countries, Higher

Education, *Intercultural Communication, Interlanguage, *Language Patterns, Language Research, Language Variation, Linguistic Theory, Native Speakers, North American English, *Pragmatics, Second Languages, *Sociocultural Patterns, *Spanish
 Identifiers—English (British), *Requests, University of the Basque Country (Spain)

A study comparing the request strategies of native and non-native speakers of English and Spanish is reported. Subjects were 29 American and 78 European students with varied first languages, enrolled in English and Spanish courses at the University of the Basque Country (Spain). Data were obtained using a general background questionnaire and a discourse completion task. Results show some differences in the use of request strategies by Americans and Europeans, in both English and Spanish. Americans use more direct and fewer conventionally indirect strategies than European speakers in English, and use fewer mitigating supportives in both English and Spanish. Non-native European English appears to have some pragmatic characteristics closer to British English than American English. Use of mitigating supportives by Europeans was much higher than previously reporting in research. In the case of Spanish requests, an opposite pattern emerged, with learners using conventionally indirect strategies and mitigating supportives less often than native speakers. Results suggest that second language learners and native speakers are aware of the different situations and use different degrees of directness according to context. Implications for the teaching of English as a second language are examined. Contains 36 references. (MSE)

ED 400 704 FL 024 184

Hartford, Beverly S. Bardovi-Harlig, Kathleen
"At Your Earliest Convenience": A Study of Written Student Requests to Faculty.

Pub Date—96

Note—15p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning. Monograph Series Volume 7*, p55-69, 1996; see FL 024 180.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, College Faculty, College Students, Comparative Analysis, *Electronic Mail, *Emotional Response, *English (Second Language), Higher Education, *Interpersonal Communication, Language Research, Linguistic Theory, Native Speakers, *Pragmatics, Role Perception, Student Attitudes, Student Responsibility, Student Role, Teacher Attitudes, Teacher Responsibility, Teacher Role, *Teacher Student Relationship

Identifiers—*Requests

A study analyzed electronic-mail requests from college students (n=34 native speakers of English/NSs, 65 non-native speakers/NNs) to faculty, randomly gathered over the period of a year. The requests were analyzed for the affective response they produced both on the faculty recipient and on a non-recipient faculty member, and for linguistic forms used, including mitigators, for degree of imposition on the faculty member, and for content, including references to time frames. Results indicate that requests that had a negative affect generally demonstrated a different interpretation of the rights and obligations of the parties involved than positive-affect requests: negative-affect requests frequently assumed a greater obligation to comply by the faculty than the faculty member assumed. Requests with positive impact in general also differed formally from those with negative impact. Differences also appeared in the messages' content, especially in acknowledgement of the degree of imposition to the addressee, in the manner and presentation of time constraints related to the request, and in explanations for the requests. NNs used fewer downgraders in their requests with negative impact, used personal time needs more often, and acknowledged imposition on the faculty members less often than NSs. (MSE)

ED 400 705 FL 024 185

Kartalova, Yuliya B.
Cross-Cultural Differences in American and Russian General Conventions of Communication.

Pub Date—96

Note—28p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning. Monograph Series Volume 7*, p71-96, 1996; see FL 024 180.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Students, Comparative Anal-

ysis, Contrastive Linguistics, Cultural Differences, Foreign Countries, Foreign Students, Higher Education, *Intercultural Communication, Interpersonal Communication, Language Research, Linguistic Theory, *North American English, *Pragmatics, *Russian, *Sociocultural Patterns, *Stereotypes, Study Abroad

A study investigated linguistic and non-linguistic conventions of communication between Russians and North Americans and explored how aspects of culture and its institutions are encoded in symbolic meanings in 16 cultural themes (food, money, space, possessions, work, courtesy, marriage, friendship, dating, studying, time, humor, small talk, leisure, religion, planning). The influence of differences in these symbolic meanings on reported instances of Russian-American communication were also identified. In addition, national stereotypes hypothetically created by inadequate interpretations of these themes were elicited and interpreted. Data were gathered through questionnaires administered to 18 American university exchange students in Russia and 20 Russian university exchange students in the United States, and from interviews with an additional 10 American and 7 Russian subjects. Results show marked differences in the symbolic meanings of all 16 themes, and that awareness and successful interpretation of these differences may reduce miscommunication. The different symbolic meanings revealed different attitudes concerning independence, involvement, personal space, and emotionality. The Russian subjects valued personal involvement in communication, while the Americans placed more emphasis on personal space and independence. Contains 12 references. (MSE)

ED 400 706 FL 024 186

Smith, Sara W. Jucker, Andreas H.
Foregrounding the Role of Common Ground in Language Learning.

Pub Date—96

Note—23p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning*. Monograph Series Volume 7, p19-39, 1996; see FL 024 180.

Pub Type—Opinion Papers (120)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Discourse Analysis, Educational Strategies, Interaction, *Interpersonal Communication, *Interpersonal Competence, *Language Acquisition, Language Research, Linguistic Theory, *Pragmatics, Research Needs, Second Language Instruction, *Second Languages

It is argued that the negotiation of common ground is an important but neglected area of pragmatics and language learning. Samples of first and second language learners' conversations are analyzed to demonstrate the critical role of common ground in language learning, i.e., that (1) the interactions necessary for language learning are dependent on the common ground between the participants, (2) learning to convey and exploit the common ground is a critical part of language learning, and (3) learning much of syntax, lexical choice, and prosody driven by the need to convey assumptions about the common ground. Strategies used in the explicit and implicit negotiation of common ground are identified, and suggestions are made for more systematic research on the development of such strategies in first and second language learning. Finally, the implications of these analyses for second language pedagogy are discussed, including the suggestion that strategies for negotiating common ground be taught explicitly. Contains 41 references. (MSE)

ED 400 707 FL 024 187

Tanaka, Noriko
The Pragmatics of Uncertainty.

Pub Date—96

Note—23p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning*. Monograph Series Volume 7, p19-39, 1996; see FL 024 180.

Pub Type—Reports - Evaluative (142)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Problems, Cross Cultural Training, Discourse Analysis, Foreign Countries, *Intercultural Communication, *Interpersonal Communication, Language Research, Linguistic Theory, *Pragmatics, Second Language Instruction, *Second Languages, Speech Acts

Identifiers—*Ambivalence (Psychology)

A discussion of interpersonal communication ex-

amines how uncertainty is used in interaction, develops the concept of ambivalence, and considers the implications for cross-cultural interaction. Two types of ambivalence are distinguished: strategic and genuine. It is shown that ambivalence may be realized not only at the utterance level but also at the level of discourse. It is proposed that while the uncertainty the speaker creates through ambivalence can be a useful strategy to achieve a particular purpose, it may prevent the addressee from understanding the speaker's intent clearly and may be a major cause of misunderstanding, especially in interaction between people with different norms or conventions for the use of ambivalence. Some attention is given to discourse between native speakers of different languages. Contains 26 references. (MSE)

ED 400 708 FL 024 188

Harklau, Linda A. Schecter, Sandra R.
Sociocultural Dimensions of Voice in Non-Native Language Writing.

Pub Date—96

Note—14p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning*. Monograph Series Volume 7, p141-52, 1996; see FL 024 180.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, Authors, Communication Apprehension, Comparative Analysis, Language Patterns, Language Research, Language Styles, Linguistic Theory, Native Speakers, *Pragmatics, Research Needs, Rhetoric, *Second Languages, *Sociocultural Patterns, *Writing (Composition), Writing Instruction, *Writing Processes

Identifiers—*Voice (Rhetoric)

Discussion of one form of pragmatic competence, projecting a sense of stylistic voice into texts, explores how writing in a non-native language affects the ability to express stylistic voice and enter into social dialogue with readers. Using the published reflections of authors writing professionally in a non-native language, the analysis shows how differing social and historical circumstances under which the authors write in a second language affect their attitude and approach to the endeavor. Several common themes in the authors' experiences with creating a persona in second-language texts are also identified. These include a sense of disconnection with the target language, the idea that how one is taught about writing in a language affects what one writes about and how, and the experiencing of less anxiety and more freedom when writing in a non-native language. A research agenda to explore further the pragmatics of voice in second-language texts is suggested, including exploration of affective factors at a variety of proficiency levels. Contains 23 references. (Author/MSE)

ED 400 709 FL 024 189

Steffensen, Margaret S. Cheng, Xiaoguang
Metadiscourse and Text Pragmatics: How Students Write after Learning about Metadiscourse.

Pub Date—96

Note—20p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning*. Monograph Series Volume 7, p153-70, 1996; see FL 024 180.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Gains, College Students, Comparative Analysis, *Discourse Analysis, Educational Strategies, Higher Education, Instructional Effectiveness, Language Research, Linguistic Theory, *Metacognition, *Pragmatics, Second Language Learning, *Second Languages, *Writing (Composition), Writing Instruction, Writing Processes, Writing Skills

A study investigated the effects of instruction in metadiscourse on composition students' writing skills. Subjects were students in two 100-level college composition classes. A Control Class (CC) was taught using a process approach, and the Experimental Class (EC) had direct teaching of metadiscourse. The CC students worked on the propositional content of their essays while the EC students concentrated on the pragmatic functions of metadiscourse. Posttests written by EC students were significantly better than those of the CC, although pretest results did not differ. Sources of this difference are discussed, including changes in metadiscourse markers, tone of the essays, and topical progression. It is argued that the EC students not only used metadiscourse markers more effectively, but also wrote with more attention to audience needs, thereby making global changes that improved their papers. Contains 13 references. (Au-

thor/MSE)

ED 400 710

FL 024 190

Li, Jiang
Underproduction Does Not Necessarily Mean Avoidance: Investigation of Underproduction Using Chinese ESL Learners.

Pub Date—96

Note—19p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning*. Monograph Series Volume 7, p171-87, 1996; see FL 024 180.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Chinese, *Communication Apprehension, Comparative Analysis, Contrastive Linguistics, Discourse Analysis, *English (Second Language), Foreign Countries, *Language Patterns, Language Research, Linguistic Theory, Native Speakers, *Pragmatics, Second Language Instruction, Second Language Learning

Identifiers—Avoidance Behavior, *Relative Clauses

A discussion of second language learning and second language underproduction proposes a differentiation between conscious avoidance and subconscious underproduction. Reference is made to J. Schacter's avoidance theory, which was based on a study in which Chinese and Japanese students of English as a Second Language (ESL) produced fewer Relative Clauses (RCs) in English than learners having other native languages. Comparison of Chinese and English RCs reveals that they differ in both form and other aspects, including pragmatic functions. In a survey, 15 of 16 Chinese ESL learners denied having consciously tried to avoid English RCs. Two tests involving another group of Chinese ESL learners showed no evidence that they consciously avoided English RCs. It is concluded that it is not the apparent formal difference in languages at the source of the phenomenon (i.e., avoidance), but more subtle pragmatic differences that create subconscious underproduction of the construction. Implications for second language teaching are considered. Contains 18 references. (Author/MSE)

ED 400 711

FL 024 191

Mostert, Mark P.
Contextual Thinking about Teaching: Special Educators' Metaphorical Representations of Practical Knowledge.

Pub Date—96

Note—27p.; In: Bouton, Lawrence F., Ed. *Pragmatics and Language Learning*. Monograph Series Volume 7, p189-213, 1996; see FL 024 180.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, General Education, Language Research, Linguistic Theory, *Metaphors, *Pragmatics, *Special Education, *Special Education Teachers, *Teacher Attitudes, *Teaching Skills

A study was undertaken to describe how special education teachers explained and viewed their teaching through use of metaphorical language, and how these compared with the responses of regular education teachers in previous research. Subjects were five certified special education teachers of children with mild disabilities. Data were drawn from videotapes of two lessons in each classroom, one the teacher felt confident about teaching and another that the teacher did not feel confident about, and through stimulated-recall interviews on the lessons and follow-up interviews. Results corroborate earlier findings on regular education teachers, and also allowed refinement of categories of ontological metaphor. Among the new findings were that the teachers had distinct notions about their relationships with their students as they moved through the lesson, and that the relationships were defined in terms of their metaphorical distance from and with students as teaching and learning occurred, and also in differential levels of ontological metaphor. Little evidence was found of some ontological categories, but extensive evidence of ontological subcategories and of a new category was found. Contains 61 references. (MSE)

ED 400 712

FL 024 192

Domizio, Hsiu-huei Lin
Problematization in Light of SLOPI and OPI: Activities for Advanced Speakers of Chinese.

Pub Date—20 Nov 95

Note—13p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (29th, Anaheim, CA, November 18-21, 1995).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, *Advanced Courses, *Chinese, Class Activities, Classroom Research, Classroom Techniques, Comparative Analysis, *Cooperative Learning, Cultural Education, Curriculum Development, Instructional Effectiveness, Interviews, *Language Proficiency, Language Tests, Second Language Instruction, *Second Languages, Simulation

Identifiers—ACTFL Oral Proficiency Interview, *Oral Proficiency Testing, Simulated Oral Proficiency Interview

A classroom study in two advanced Chinese language courses compared the effectiveness of two instructional strategies: (1) proficiency-based instruction through cooperative learning (Chinese 405) and (2) "prochivement," a hybrid, performance-based strategy derived from both proficiency and achievement approaches (Chinese 406). Subjects were six students enrolled in the two successive classes, tested with an oral proficiency interview at the beginning of the first course and after each course. Both courses had the theme "Contemporary China and Chinese Culture." Results suggest that students made more progress in the course emphasizing prochivement, with all students advancing at least one level on the American Council on the Teaching of Foreign Languages (ACTFL) proficiency scale. In the fall (cooperative learning) class, only half the students had a measurable proficiency gain. A more comprehensive study is recommended to investigate this phenomenon further. Contains 17 references. A chart comparing the content and goals of achievement, proficiency, and prochivement tests is appended. (MSE)

ED 400 713 FL 024 200

Brown, James Dean, Ed. Yamashita, Sayoko

Okada, Ed.

Language Testing in Japan.

Japan Association for Language Teaching, Tokyo. Report No.—ISBN-4-9900370-1-6

Pub Date—95

Note—193p.

Available from—JALT Central Office, Urban Edge Bldg., 5th Floor, 1-37-9 Taito, Taito-ku, Tokyo 110, Japan.

Pub Type—Reports - Descriptive (141) — Guides - Classroom - Teacher (052) — Collected Works - General (020)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Behavioral Objectives, Classroom Techniques, Cloze Procedure, College Entrance Examinations, College Freshmen, Comparative Analysis, Criterion Referenced Tests, Decision Making, English (Second Language), Foreign Countries, Higher Education, Industry, Language Proficiency, *Language Tests, Nonverbal Communication, Norm Referenced Tests, Oral Language, Program Development, Pronunciation Instruction, Second Language Instruction, *Second Languages, Standardized Tests, *Test Construction, *Test Use, Test Validity, *Verbal Tests

Identifiers—ACTFL Oral Proficiency Interview, *Japan, *Oral Proficiency Testing, Teaching to the Test

Papers on second language testing in Japan include: "Differences Between Norm-Referenced and Criterion-Referenced Tests" (James Dean Brown); "Criterion-Referenced Test Construction and Evaluation" (Dale T. Griffe); "Behavioral Learning Objectives as an Evaluation Tool" (Judith A. Johnson); "Developing Norm-Referenced Tests for Program-Level Decision-Making" (Brown); "Monitoring Student Placement: A Test-Retest Comparison" (Sayoko Okada Yamashita); "Evaluating Young EFL Learners: Problems and Solutions" (R. Michael Bostwick); "Good and Bad Uses of TOEIC by Japanese Companies" (Marshall Childs); "A Comparison of TOEFL and TOEIC" (Susan Giffert); "English Language Entrance Examinations at Japanese Universities: 1993 and 1994" (Brown, Yamashita); "Exploiting Washback from Standardized Tests" (Shaun Gates); "Testing Oral Ability: ILR and ACTFL Oral Proficiency Interviews" (Hiroto Nagata); "The SPEAK Test of Oral Proficiency: A Case Study of Incoming Freshmen" (Shawn Clankie); "Making Speaking Tests Valid: Practical Considerations in a Classroom Setting" (Yuji Nakamura); "Cooperative Assessment: Negotiating a Spoken-English Grading Scheme with Japanese University Students" (Jeannette McLean); "Assessing the Unsaid: The Development of Tests of Nonverbal Ability" (Cloze Testing Options for the

Classroom" (Cecilia B. Ikeguchi); and "The Validity of Written Pronunciation Questions: Focus on Phoneme Discrimination" (Shin'ichi Inoi). (MSE)

ED 400 714 FL 024 201

Differentiation intergroupes en milieu scolaire. Discussion methodologique et analyse comparative dans dix pays (Intergrup Differentialiation in the School Context. Methodological Discussion and Comparative Analysis in Ten Countries). Papers on Teacher Training and Multicultural/Intercultural Education No. 34.

International Bureau of Education, Geneva (Switzerland).

Pub Date—[96]

Note—77p.

Language—French

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Comparative Education, *Cultural Pluralism, Educational Strategies, Elementary Education, Foreign Countries, *Instructional Program Divisions, Questionnaires, *Racial Segregation, School Role, School Segregation, Social Integration, *Teacher Attitudes, Teacher Education, Teacher Role

Identifiers—Bolivia, Czech Republic, Jordan, Lebanon, Mauritius, Mexico, Pakistan, Poland, Senegal, Spain

A survey was undertaken in ten countries to assess several aspects of education in multicultural societies: the attitudes of elementary teachers in training concerning different cultural groups, attitudes about separation of cultural groups for teaching purposes, and the fit between teacher attitudes and the system's provisions. In addition, a questionnaire was developed to measure these factors. The questionnaire was administered in ten countries: Bolivia; Spain; Mauritius; Jordan; Lebanon; Mexico; Pakistan; Poland; Senegal; and the Czech Republic. Monographs have been published separately for each country; comparisons are reported here. The first section of the report presents a brief literature review, and the second describes the study's methodology, including difficulties encountered with it. The third part summarizes results concerning the schools' objectives, the teacher's role, teachers' reasons for choosing their career, and the solutions they envision for schooling problems. After this, findings concerning teaching facilities, attribution of causes for teaching problems, and awareness of cultural distance between groups are reported. The final section offers a summary and discussion of findings. Contains 37 references. (MSE)

ED 400 715 FL 024 202

Vilaint, Fequiere Heurtelou, Maude

English Haitian-Creole Science Dictionary.

Report No.—ISBN-1-88139-59-1

Pub Date—96

Note—139p.

Available from—Educa Vision Inc., 7130 Cove Place, Temple Terrace, FL 33617 (\$12).

Language—English; Haitian Creole

Pub Type—Reference Materials - Vocabulary/Classifications (134)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Dictionaries, English, English for Special Purposes, *Haitian Creole, Illustrations, *Languages for Special Purposes, Science Education, *Sciences, *Scientific Concepts, Uncommonly Taught Languages

Identifiers—*Bilingual Dictionaries

The bilingual English/Haitian Creole dictionary is intended to provide teachers with Haitian Creole equivalents for basic English terms used in science. It contains over 3,000 English terms used in physics, chemistry, mathematics, biology, earth sciences, medicine, geography, and so on, with Haitian Creole equivalents. The book is divided into two parts, each designed to provide different but complementary information. The first is the bilingual dictionary, arranged alphabetically. In this section, clarifications of terminology are provided, when needed, with the translation. The second part is a reference section, intended as a refresher for students, providing a summary of previously-learned science-related concepts and as support or supplementary instructional material for teachers. Many reproducible illustrations are also included. (MSE)

ED 400 716 FL 024 204

Buller, Jeffrey L.

Historical Films in the Latin Classroom.

American Classical League, Oxford, Ohio.

Report No.—ISBN-0-939507-39-0

Pub Date—92

Note—61p.

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ancient History, Classroom Techniques, Copyrights, *Cultural Education, Discussion (Teaching Technique), Educational Strategies, *Films, *Instructional Materials, *Latin, Legal Problems, Lesson Plans, Research Projects, Secondary Education, *Second Language Instruction, Test Items, Videotape Recordings

Guidelines and lesson plans are presented for teachers of Latin using historical films as instructional and support materials. A discussion of the use of historical films addresses these issues in classroom practice: the legality of using films in the classroom (copyrights); techniques for using historical films as sources of cultural information; correcting errors in the films, using films to frame a lesson or discussion, and using films in conjunction with special projects or events. Substantial appended materials include lesson plans for units on seven films: "Alexander the Great," "Ben Hur," "Cleopatra," "The Fall of the Roman Empire," "A Funny Thing Happened on the Way to the Forum," "Masada," and "Spartacus." Lesson plans include unit topic, unit objectives, teacher activities before and after the film, student activities, discussion topics for coordinated texts, a list of research topics, and lists of appropriate primary and secondary sources. Contains 15 references. (MSE)

ED 400 717 FL 024 206

Ghosh, Irma K.

Whole Language EFL with Style: Adapting Traditional Texts to Diverse Learning Styles and Intelligences.

Pub Date—96

Note—18p.; Adaptation of a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cognitive Style, Educational Strategies, *English (Second Language), *Instructional Design, *Intelligence, Second Language Instruction, *Whole Language Approach

Identifiers—*Multiple Intelligences

It is proposed that the whole language approach to second language learning is compatible with the concepts of individual learning style and multiple intelligences, with all placing the learner at the center of instructional planning and delivery. Selected strategies are presented to raise teacher awareness of possible classroom techniques to accommodate students' learning style and intelligence preferences in teaching English as a Foreign Language (EFL). Focus is on relatively simple methods for adapting traditional textbook lessons. An activity sequence for a sample lesson is presented, specifying teacher behaviors and offering explanations. The sequence is for a text on environmental protection, and includes: a motivational experience; formulation and examination of facts; practice and personalization of the concepts; and application of the concepts to a new personal experience. It is noted that this approach gives students a more central role than is traditionally provided, and takes into consideration their interests and experiences, with frequent invitations to generate and discuss ideas. Appended materials include a portion of the sample text and several first drafts of student writing on the unit. Contains 13 references. (MSE)

ED 400 718 FL 024 208

Shaw, Thomas And Others

Adapting to the U.S. Classroom: Problems and Strategies of Asian High School Students in Boston Area Schools.

Pub Date—Jun 94

Note—59p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Acculturation, *Asian Americans, *Classroom Communication, Classroom Environment, Course Content, *Culture Conflict, Curriculum Design, Difficulty Level, English (Second Language), *Foreign Students, High Schools, High School Students, Immigrants, Instructional

Materials, Language Proficiency, Language Role, Language Usage, Listening Comprehension, Personal Narratives, Private Schools, Public Schools, *Student Adjustment, Student Attitudes, Surveys, Teacher Expectations of Students, Teacher Student Relationship, Urban Areas
Identifiers—China, Hong Kong, Japan, Korea, *Massachusetts (Boston), Taiwan

Excerpts from interviews with 30 Asian high school students concerning their acculturation to the American classroom are presented and discussed. The students had been in the United States for no more than 2 years, and were here for a variety of reasons, including extended visits with relatives to temporary appointments of their parents to U.S. employment. Seven were exchange students. The subjects came from Hong Kong, mainland China, Taiwan, Japan, and Korea, and were enrolled in both public and private schools in the Boston (Massachusetts) area. Interviews were conducted in the native language in all but one case, and lasted about an hour. Some were conducted with pairs of students. Students were encouraged to speak openly about their experiences in classrooms, with teachers, and with other students. Topics discussed include classroom communication, English proficiency, confusion and lack of comprehension of subject matter, subject difficulty and substance, dynamics of classroom participation, the teacher-student relationship, teacher expectations, favorite aspects of the school culture, feelings about English-as-a-Second-Language class, instructional materials, and students' suggestions for improving classroom learning for foreigners. A brief profile of each interviewee is appended. (MSE)

ED 400 719 FL 024 209

Jones, Nathan B.
Applying Learning Styles Research To Improve Writing Processes.

Pub Date—21 May 96

Note—33p.; Paper presented at the Malaysian International Conference on English Language Teaching (Rasa Sayang, Penang, Malaysia, May 21, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advanced Courses, Classroom Research, Classroom Techniques, *Cognitive Style, Educational Strategies, *English (Second Language), Foreign Countries, Interviews, Second Language Instruction, Sociocultural Patterns, Student Journals, Student Surveys, *Writing Instruction, *Writing Processes

Identifiers—Taiwan

A 3-year classroom study of learning styles among students of advanced English-as-a-Second-Language composition in Taiwan is reported. The study gathered data on 81 students' preferred learning styles and classroom tasks through closed-item and open-ended questionnaires, writing conference interviews, and student journals. Results indicate that (1) students can often identify and articulate learning style preferences, (2) data about learning style preferences are collected best from multiple sources, (3) local classroom research is necessary to understand the learning styles of sociocultural groups, (4) learning style preferences of Chinese students are not homogeneous, (5) nontraditional learning tasks may be accepted more easily when linked with traditional ones, (6) the perceptual learning style preference questionnaire used can also serve as a guide for syllabus design, and (7) information about learning style preferences can better inform composition instruction. Composition tasks and teaching aids are classified according to related learning styles, and students' self-reported achievements, ratings of the usefulness of different instructional tasks, and suggestions for course improvement are tabulated and discussed. Contains 39 references. (MSE)

ED 400 720 FL 024 210

Breitkreuz, Hartmut Boserwitz, Rene
Getting on Top of Idiomatic Verbs. Tausend Wendungen im Kontext.

Report No.—ISBN-3-499-18523-7

Pub Date—89

Note—347p.

Available from—Rowohlt Taschenbuch Verlag, Hamburger Str. 17, 21462 Reinbek, Germany (DM 14,80).

Language—German; English

Pub Type—Reference Materials - Vocabulary/Classifications (134) — Guides - Classroom -

Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—Dialogs (Language), *English, *Figurative Language, Foreign Countries, *German, *Idioms, *Language Patterns, Language Tests, Language Usage, *Verbs

Identifiers—Germany

English idioms are catalogued for German speakers. The guide is designed to be used both as a reference and as a teaching tool. It is divided into sections, each listing and defining common idioms using a number of English verbs, then presenting them in the context of dialogues. Most sections contain idioms for six or seven more common verbs, then also some other idioms using less common verbs. Verbs are presented alphabetically. At the end of each section is a brief quiz covering that section. Two final tests conclude the text. English and German indexes to the idioms are also included. The text is entirely in German; verbs, idioms, and translations are in English. (MSE)

HE

ED 400 721 HE 029 147

Jones, Dennis P.

Higher Education and High Technology: A Case for Joint Action.

National Center for Higher Education Management Systems, Boulder, Colo.

Spons Agency—Western Governors' Association, Denver, CO.

Pub Date—14 Nov 95

Note—11p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Credentials, Credits, *Distance Education, Educational Quality, Evaluation Criteria, *Evaluation Problems, *Higher Education, Internet, *Nontraditional Education, Quality Control, Student Certification, *Student Evaluation

Identifiers—*Virtual Universities

Nontraditional instruction is increasingly available through the Internet and other technology-based delivery systems. The telecommunication network now in place can distribute high quality educational materials to students. This briefing paper argues that the "virtual university" created by the technological delivery of instruction, while providing access, lacks formal recognition by employers and institutions of higher education provided by credentialing and certification systems. Certification and quality assurance should focus on assessment of learning and learners, based on specific, standardized, and widely accepted competencies rather than on courses or other instruction units delivered by providers. Assessments must be acceptable to employers and other institutions and be conducted with integrity. Credentialing and certification may be implemented incrementally and regionally and through a variety of types of organizations. (PRW)

ED 400 722 HE 029 238

Sharmur, Jeremy F. G.

Scaling the Ivory Tower. The Pursuit of an Academic Career.

George Mason Univ., Fairfax, VA. Inst. for Humane Studies.

Report No.—ISBN-0-89617-302-X

Pub Date—95

Note—58p.

Available from—Institute for Humane Studies, 4084 University Drive, Suite 101, Fairfax, VA 22030-6812 (\$6).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Career Exploration, *Career Planning, Collegiality, Employment Interviews, Faculty Publishing, *Graduate Study, *Higher Education, Liberalism, Mentors, Professional Associations, *Professional Development, Tenure

This pamphlet offers practical advice to students who desire to pursue an academic career centered around a commitment to the ideals of classical liberalism. The author perceives a conflict between these ideals and the real demands of the academic environment. Regarding this conflict as a challenge which academics must address, he offers specific suggestions to undergraduate students on defining career goals and designing a course of graduate

study and professional development which will achieve these goals. Aspects of academic career development discussed include choosing and applying to graduate school, preparing for graduate exams, networking with other academics, selecting and working with a mentor, choosing a dissertation topic, membership in professional associations, conference attendance, scholarly publication, developing the curriculum vita, the job interview process, the tenure process, and collegiality. Appendices list professional associations and job listings and offer advice on putting together an academic panel. (Contains 28 references.) (PRW)

ED 400 723 HE 029 563

Bennett, Clinton And Others

Researching into Teaching Methods in Colleges and Universities. Practical Research Series.

Report No.—ISBN-0-7494-1768-4

Pub Date—96

Note—136p.

Available from—Kogan Page Limited, 120 Pentonville Road, London N1 9JN England, United Kingdom (14 British pounds, 99 pence).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Classroom Research, Cooperative Learning, Curriculum Design, *Educational Research, Foreign Countries, Higher Education, Information Technology, Large Group Instruction, Peer Teaching, Research and Development, *Research Design, *Research Methodology, Small Group Instruction, *Teaching Methods, Theory Practice Relationship

This practical guide is one of a series aimed at assisting academics in higher education in researching specific aspects of their work. Focusing on small-scale insider research in colleges and universities, the handbook covers contemporary issues, research methods, and existing practice and values in the area of teaching methods. Strategies for research on interactive teaching methods, small and large group teaching and student learning are proposed. Aspects of research specifically addressed include the uses of information technology in research; autonomous and flexible learning; group size and course design; peer teaching and collaboration; resource-based learning; knowledge of subject disciplines; and interpersonal and institutional factors that initiate change in teaching methods. Many examples of research instruments and suggestions for their use or adaptation are included. The last chapter discusses writing for publication and includes a list of publishers and journals of educational research. (Individual chapters contain references.) (PRW)

ED 400 724 HE 029 564

Ashcroft, Kate Palacios, David

Researching into Assessment and Evaluation in Colleges and Universities. Practical Research Series.

Report No.—ISBN-0-7494-1769-2

Pub Date—96

Note—156p.

Available from—Kogan Page Limited, 120 Pentonville Road, London N1 9JN England, United Kingdom (14 British pounds, 99 pence).

Pub Type—Guides - Non-Classroom (055) — Information Analyses (070) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Competency Based Education, *Educational Assessment, Educational Quality, *Educational Research, *Evaluation Methods, Foreign Countries, Higher Education, Research and Development, *Research Design, *Research Methodology, Teaching Models, Theory Practice Relationship

This practical guide is one of a series aimed at assisting academics in higher education in researching specific aspects of their work. Focusing on small-scale insider research in colleges and universities, the handbook covers contemporary issues, research methods, and existing practice and values in the area of assessment and evaluation. Issues, dilemmas and situations that confront the stakeholders in higher education include competency models of learning and assessment; resource issues in assessment; the pressures of overwork on academics and the maintenance of personal integrity; and ways in which assessment and evaluation of teachers and students are affected by institutional and governmental arrangements. Many examples of research

instruments and suggestions for their use or adaptation are included. The last chapter discusses writing for publication and includes a list of publishers and journals of educational research. (Individual chapters contain references.) (PRW)

ED 400 725 HE 029 565

Tait, Jo, Ed. Knight, Peter, Ed.
The Management of Independent Learning. Staff and Educational Development Series.
Staff and Educational Development Association, Birmingham (England).
Report No.—ISBN-0-7494-1949-0
Pub Date—96
Note—164p.
Available from—Kogan Page Limited, 120 Pentonville Road, London N1 9JN England, United Kingdom (18 British pounds, 99 pence).
Pub Type—Reports—Research (143)—Collected Works—General (020)

Document Not Available from EDRS.

Descriptors—Adult Education, Basic Skills, *Competency Based Education, Computer Assisted Instruction, Computer Uses in Education, Continuing Education, Cooperative Learning, Distance Education, *Educational Environment, Education Work Relationship, Experiential Learning, Flexible Progression, Foreign Countries, Higher Education, *Independent Study, Information Technology, Internet, *Learner Controlled Instruction, *Lifelong Learning, Minimum Competencies, Personal Autonomy, Professional Continuing Education
Identifiers—Flexible Learning, United Kingdom, *Virtual Universities

The development of key competencies through higher education is of increasing interest in government, industry, and academics. The contributors to this collection of research analyses and case studies focus on the competencies associated with self-motivated autonomous lifelong learning. Examining a variety of issues from a British perspective, the authors provide models for exploring the development of competencies in the context of emerging and established practices. In the first and last chapters the editors provide a framework and summary for the analyses and case studies which make up the remaining 13 chapters. These chapters include "A Quality Graduate" (Lee Harvey and Selena Mason); "Independent Study, Independent Studies and 'Core Skills' in Higher Education" (Peter Knight); "Do Students Value a Flexible Educational Experience?" (Hazel Knox); "The Unexpected Outcomes of Critical Professional Learning" (Sue Bloxham and Mike Heathfield); "Learning from Experience: An Individually Negotiated Learning Route" (Peter Funnell and Sharon Goddard); "Action-Centred Learning in Industry" (Richard Carter and others); "Information Technology and Flexible Learning" (Karen Valley and others); "Computers for Teaching and Learning" (Gordon Doughty); "Recent Research on Student Learning and the Learning Environment" (Noel Entwistle); "Developing Modes of Independent Study in a Professional School" (David Boud); "First Steps towards the Virtual University" (Richard Freeman and others); "Change in Two Academic Cultures" (Jane Pearce and others); and "Student Group Work: A Comparative Study" (William Johnston). (Contains 128 references.) (PRW)

ED 400 726 HE 029 566

Downs-Lombardi, Judy
Society's Child: A Mini-Workshop in Critical and Creative Thinking.
Pub Date—30 Jul 96
Note—10p.; Paper presented at the Center for Critical Thinking International Conference on Critical Thinking and Educational Reform (16th, Rohnert Park, CA, July 28-31, 1996).
Pub Type—Speeches/Meeting Papers (150)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Ability, *Cognitive Style, Cooperative Learning, *Creative Thinking, Creativity, *Critical Thinking, Educational Assessment, *Higher Education, Logical Thinking, *Thinking Skills

Characteristics of critical thinking and creative thinking are described along with methods by which educators can encourage students in the development of these cognitive strategies. Intellectual standards applied to the critical thought process include accuracy, precision, depth, breadth, logic, and significance. Effective educators adhere to these standards, modeling the critical thinking process they

expect from the student and assessing the student's thinking process accordingly. Teachers can facilitate students in learning to engage in independent and diligent thought and to come to their own understanding of complex issues. By contrast, creative thinking is characterized by a personal aesthetic with a powerful drive to wrest order from chaos and to explore original options for solving problems. Creative thinkers value and seek new approaches which include opposition and synthesis, and exhibit an inner motivation not dependent on extrinsic factors. Risk-taking and failure are accepted as part of the creative quest and seen as an opportunity to learn. Creative thinking is original, adaptive, flexible, sensitive to problems, and able to integrate complexity. It is enhanced by mental imaging and pattern recognition exercises. Cooperative learning enhances both types of thinking by encouraging tolerance of other views and reciprocity in intellectual exchange. (PRW)

ED 400 727 HE 029 567

Bygrave, Jenny Gerbic, Philippa
Critical Thinking Graduates: A Curriculum Development Case Study in Business.
Pub Date—96
Note—23p.; Paper presented at the Center for Critical Thinking International Conference on Critical Thinking and Educational Reform (16th, Rohnert Park, CA, July 28-31, 1996).
Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Business Administration Education, Cooperative Education, *Critical Thinking, *Curriculum Design, Educational Assessment, *Higher Education, Intellectual Development, Interdisciplinary Approach, Metacognition, *Outcomes of Education, Program Descriptions, *Program Design, Student Development, Student Educational Objectives, Thinking Skills
Identifiers—*Auckland Institute of Technology (New Zealand), New Zealand

The critical thinking curriculum used in the four-year business degree program at the Auckland Institute of Technology Faculty of Commerce in New Zealand is described. The design of the business program is modeled on the authors' view of critical thinking as concerned with the intellectual maturity of the whole person. Key intellectual standards modeled in critical thought include active engagement with ideas; outputs of thought which are coherent, clear and consistent; demonstrated competency in technical reasoning; cogency of thought; and intellectual honesty. The design of the Auckland business degree program is based on a stated profile of the qualities and capabilities desired in graduates of the program, including a broad understanding of business, specific personal and professional capabilities, and competencies in specialist areas. Interdisciplinary study, cooperative education, the development of critical thinking capabilities in both general and particular contexts, metacognitive approaches to learning, the use of teachers as facilitators of learning in small group interactions, and strategies for assessment are addressed as components of the program's design. (Contains 19 references.) (PRW)

ED 400 728 HE 029 568

Hooper, William L.
Assignments That Require Thinking.
Pub Date—29 Jul 96
Note—11p.; Paper presented at the Center for Critical Thinking International Conference on Critical Thinking and Educational Reform (16th, Rohnert Park, CA, July 28-31, 1996).
Pub Type—Reports—Descriptive (141)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Education, *Concept Teaching, *Critical Thinking, *Curriculum Design, Fine Arts, Fundamental Concepts, Higher Education, Introductory Courses, *Music Education, Thinking Skills

In designing a curriculum for a college Fine Arts course, the author has developed types of assignments which require his freshman students to engage in critical and conceptual thinking rather than rote repetition of information. The assignments are based on key concepts in the fields of music and art. Textbooks are considered only one among many sources of information to be used. While basic information in the subject area must be correctly formulated, students are encouraged to make con-

textual and inferential connections and to consider competing points of view. Students are expected to use key concepts of the subject field effectively, to analyze basic questions and issues clearly, to use professional terminology, and to recognize and distinguish the relevant from the irrelevant. Opportunities are given for the students to use learned concepts in real life contexts, such as performance. (PRW)

ED 400 729 HE 029 569

Nasmith, Louise And Others
Long-Term Impact of Faculty Development Workshops.
Pub Date—[95]
Note—16p.

Pub Type—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Faculty Development, Family Practice (Medicine), Followup Studies, Foreign Countries, Group Dynamics, Higher Education, Medical Education, Medical School Faculty, *Outcomes of Education, Program Evaluation, *Small Group Instruction, Teacher Behavior, *Teaching Methods
Identifiers—*McGill University (Canada)

This study assessed the long-term effects on teaching approaches, acquired knowledge, and attitudes regarding small group teaching exhibited by faculty members who attended a 2-day workshop on Small Group Teaching. Each participant in the study was a physician on the faculty of the McGill University Department of Family Medicine and had attended one of several workshops given by the Faculty Development Committee of the Department between the years of 1988 and 1993. Ten study participants were randomly selected from the 47 faculty members who attended, and ten control subjects were selected from the remaining faculty. Objectives of the workshops were to develop small group leadership skills and greater awareness of group dynamics. Participants were monitored for 6 months to 5 years afterwards to measure changes in cognitive learning, teaching behaviors, and attitudes. Three distinct instruments were employed to collect data relating to the three areas of learning. Despite not achieving noticeable statistical differences on all the instruments, several interesting trends did emerge which stack up in favor of participants who attended the faculty development workshops. The experimental group exhibited more specific small group teaching behaviors and greater knowledge about small group teaching than the control group. The experimental group also expressed more appreciation of small group teaching and a greater interest in learning more about group dynamics and teaching techniques than did the control group. (Contains 22 references.) (PRW)

ED 400 730 HE 029 570

Archwamety, Teara
Perception of the Impact of International Education: Japanese vs. American Students.
Pub Date—Apr 96
Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, *Cultural Exchange, Educational Assessment, *Foreign Students, *Higher Education, *International Education, *International Educational Exchange, Outcomes of Education, Student Exchange Programs, *Study Abroad
Identifiers—Brain Drain, *Japan

This study of Japanese and American exchange students focuses on the "perceived" rather than on the "real" impact of international education on one's own society and on the society hosting the foreign student. Thirty-four randomly selected American undergraduate students attending a Japanese university in Osaka, Japan and 34 randomly selected Japanese students who had just returned from a year of international study abroad participated in the study. The Japanese and American students' perceptions of the impact of their studies on the politics, economy, technology, education, knowledge expansion, and international relations of their home country and their host country were researched. The Japanese students viewed the impact of their return on the Japanese economy and technology as significantly more positive than the American students viewed the impact of their return on the U.S. economy and technology. Ameri-

can students viewed the impact of foreign students in the United States on the U.S. economy as significantly more positive than the Japanese students viewed the impact of foreign students in Japan on the Japanese economy. The view of both the American and Japanese students on the impact of international education was, in general, positive. (PRW)

ED 400 731 HE 029 571
The Strategic Directions Charter: Becoming America's New Public University.
 Indiana Univ., Bloomington.
 Pub Date—Jan 96
 Note—30p.
 Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*Accountability, *Educational Objectives, *Excellence in Education, Finance Reform, Higher Education, *Improvement Programs, Institutional Role, International Programs, Lifelong Learning, Long Range Planning, Mentors, Organizational Development, School Community Relationship, *State Universities, *Strategic Planning, Teaching Methods, Tuition, Tutorial Programs, Womens Education
 Identifiers—Indiana University Bloomington

This monograph presents the Strategic Directions Charter of Indiana University, which recommends ways the university should change in order to adapt to constraining circumstances and to emerge as the model of America's New Public University. It discusses in detail the 30 recommendations of the Charter, developed by 250 members of the University community. The recommendations are grouped into three major categories. First, the 12 recommendations concerning "the community of learning" include: improving teaching methods, providing special tutorial programs, expanding mentoring, and increasing opportunities for alumni lifelong learning. Second, the "responsibilities of excellence," are addressed in nine recommendations such as directing exceptional resources to programs that have national distinction; strengthening international programs in teaching and research; and ensuring the recruitment, appointment, retention, and encouragement of women. The third area, "accountability and best practices," is covered in nine recommendations. Among these are: refining responsibility-centered management, creating additional sources of revenue, reassessing tuition pricing and financial aid policies, and ensuring a consistent system for reporting to the public on the university's success in fulfilling its missions. Appendices list the recommendations and offer a table of cross-references. (MAH)

ED 400 732 HE 029 572
Colbeck, Carol L.
It's All in How You Look at Things: Alternative Constructions of Professors' Undergraduate Education Role.

Pub Date—Nov 95
 Note—35p. Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Orlando, FL, November 1995).
 Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.
 Descriptors—*College Faculty, Efficiency, *Faculty Workload, Higher Education, *Noninstructional Responsibility, Qualitative Research, Teacher Student Relationship, Teaching Styles, *Time Management, Undergraduate Study

Surveys that ask faculty to estimate how much time they spend on teaching, research, and service do not allow for activities which fulfill more than one purpose, fail to capture the patterns of actions that faculty perform to fulfill each purpose; and do not show how different features of organizational and disciplinary contexts affect the types of faculty work activities. This study used structured observations and interviews to examine the faculty work patterns of 12 white male full professors in the prime of their careers. It found that faculty do not always choose between teaching and research or other purposes of work, but combine activities to achieve multiple purposes at the same time. The critical differences in whether faculty approach undergraduate teaching as performers or as facilitators of student learning emerge from analysis of elements of faculty members' work contexts, their out-of-class actions, and their interpretations of those actions. Tables and an appendix present detailed data on time allocation to work categories; faculty activities and amount of time; social construction of faculty undergraduate teaching roles; and undergraduate edu-

cation actions, and a sample activity/time log. (Contains 34 references.) (MAH)

ED 400 733 HE 029 573
Ryan, Barbara E., Ed.
How to Use the Higher Education Center for Alcohol and Other Drug Prevention.
 Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.
 Spons Agency—Department of Education, Washington, DC.
 Pub Date—96
 Contract—SS95013001
 Note—20p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Education, *Drug Education, *Higher Education, *Information Networks, Information Services, *Information Sources, Prevention, Technical Assistance, Telecommunications
 Identifiers—Drug Free Schools, *Higher Education Center Alcohol Other Drug Prev, *Preventive Education

This booklet explains how educators can use the Higher Education Center for Alcohol and Other Drug Prevention to stay current with emerging prevention information and materials and join colleagues throughout the country in advancing prevention at colleges and universities. It describes the Center's activities including: training and professional development activities; technical assistance; publication and dissemination of prevention materials; training and technical assistance on the Drug-Free Schools and Campuses Act compliance requirements; support for the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse; and assessment, evaluation, and analysis activities, such as a nationwide search for promising practices. The booklet also lists Center publications and explains how to get technical assistance, access the Center database, and use electronic communications to support prevention. It describes other prevention resources, suggests actions for new prevention coordinators, and identifies persons and organizations involved in the Center and the Center Review Group. (MAH)

ED 400 734 HE 029 574
Finn, Peter
Preventing Alcohol-Related Problems on Campus: Acquaintance Rape. A Guide for Program Coordinators.

Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.
 Spons Agency—Department of Education, Washington, DC.

Report No.—ED/OPE-95-7
 Pub Date—[96]
 Contract—SS9-30-25-001
 Note—83p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Alcohol Education, *Drinking, *Drug Education, Higher Education, Information Services, Information Sources, *Rape, *School Security, *Sexual Harassment, Technical Assistance, *Violence

Identifiers—*Acquaintance Rape

This is a guide for college and university program coordinators and planning committees on how to establish, expand, or improve a program on the prevention of acquaintance rape. Information is given for Presidents, Vice Presidents, and Deans on the relationship between acquaintance rape and alcohol, reasons for top administrators to become involved, and initial steps top administrators can take to set up a prevention program. A chapter on drinking and acquaintance rape on campus provides a definition of acquaintance rape, discussion of its prevalence, and background to the alcohol-violence link. Also included are a list of principal steps for

implementing or improving an acquaintance rape prevention program, suggestions on gaining support from top officials, and a discussion of the continuum of program development. Prevention activities and other approaches are described, and there is discussion of how much students will listen to, as well as suggestions for getting students to attend a prevention program. Details are provided on topics, materials, targeting student subpopulations, and using peer facilitators in acquaintance rape workshops. The final chapter advises on program evaluation content and method. An appendix lists suggested resources and exhibits throughout the guide identify documents applicable to procedures described. (MAH)

ED 400 735 HE 029 575
DeJong, William
Preventing Alcohol-Related Problems on Campus: Impaired Driving. A Guide for Program Coordinators.

Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.
 Spons Agency—Department of Education, Washington, DC.

Report No.—ED/OP-95-14; ISBN-0-16-048439-1
 Pub Date—[96]
 Contract—SS9-30-25-001
 Note—69p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328; Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Alcohol Abuse, *Alcohol Education, Antisocial Behavior, *Drinking, *Driving While Intoxicated, *Higher Education, Information Services, *Information Sources, Self Destructive Behavior, Technical Assistance

This guide presents detailed descriptions of potentially effective approaches to preventing impaired driving by college students due to alcohol abuse. Chapter 1 provides an overview of alcohol-impaired driving and discusses changes in public attitudes, the scope of the problem, involvement of teens and young adults, and the challenge of reaching college students. Chapter 2, on increasing awareness, discusses typical awareness messages, national awareness programs ("Students Against Driving Drunk" and "Boost Alcohol Consciousness Concerning the Health of University Students" (BACCUS)), and designing awareness messages for young adults. A chapter on alternative transportation programs reviews the designated driver program and safe ride programs. Next, a review of responsible beverage service programs includes the "Training for Intervention Procedures by Servers of Alcohol" (TIPS) program, and the "Stanford Community Responsible Hospitality Project". Deterrence strategies to prevent alcohol-impaired driving are discussed in the fifth chapter and include use of sobriety checkpoints, controlling student access to alcohol, and school-imposed penalties. The final chapter is a call for public action. Appendices provide a Risk Assessment Form from the Stanford project, sources of other information and resources, and a list of publications. (MAH)

ED 400 736 HE 029 576
DeJong, William And Others
Looking at Binge Drinking at Four-Year Colleges: Software User's Guide.

Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.
 Spons Agency—Department of Education, Washington, DC.

Report No.—ED/OPE-96-1
 Pub Date—[96]
 Contract—SS9-30-25-001
 Note—15p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Education, Computer Me-

diated Communication, *Computer Software, *Computer Uses in Education, *Drinking, *Higher Education, Information Networks, Information Services, *Information Sources, Information Technology, Technical Assistance

Identifiers—*Binge Drinking

Looking at Binge Drinking (LBD) is a software program designed for school administrators and prevention specialists based at four-year colleges and universities who are concerned about the rate of alcohol binge drinking among their students. LBD runs on personal computers using Microsoft Windows. School officials can explore how certain changes in their school or student body might be expected to affect the rate of binge drinking at the school by varying the basic data entered into the program. In each case, LBD will apply the information to the statistical model and generate a new estimate. At the user's option, LBD will generate a 1-page report of the information. This guide to the LBD software includes the following information: (1) who should use it; (2) ways to use it; (3) the rationale for it; (4) the theory behind it; (5) what is needed to use it; (6) how to install it; (7) how to enter it; and (8) how to operate it. Sample screens illustrate the software's operation. A list of other publications and resources are included, and appendices present the methodology for the 1993 college alcohol study by Harvard School of Public Health, and a school profile worksheet. (MAH)

ED 400 737

HE 029 577

Epstein, Joel Finn, Peter

Preventing Alcohol-Related Problems on Campus: Vandalism

Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.

Spons Agency—Department of Education, Washington, DC.

Report No.—ED/OPE-95-8

Pub Date—[96]

Contract—SS9-30-25-001

Note—9p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alcohol Education, *Antisocial Behavior, Counseling, *Drinking, *Higher Education, Intervention, Peer Influence, *Prevention, School Health Services, *School Vandalism, Student Behavior, *Vandalism, Violence

This bulletin provides suggestions for the components of a comprehensive approach to reducing student vandalism on college and university campuses. Numerous facets of the problem are addressed, including: the association of binge drinking with vandalism and school policies that tolerate or even facilitate binge drinking; a school's drinking environment; attitudes toward violence; peer pressure; the need to obtain money to buy drugs; and hostility toward the school. The following steps being taken by some schools to combat the problem are outlined: dormitory patrols by students trained in conflict recognition and management; Greek Patrols by fraternity and sorority members who monitor parties to ensure that there is no vandalism, sexual misconduct, fighting, or other misbehavior; controlled access to potential trouble sites such as parking lots; substance-free residence halls; substance-free fraternities; early intervention; and referral to counseling. Schools are urged to approach vandalism as a health problem with emphasis on the offender's abuse of alcohol or drugs, to base prevention programming on family ties, and to refer students who commit noncriminal acts of violence for recommended or mandatory evaluation and counseling. (MAH)

ED 400 738

HE 029 578

Wechsler, Henry And Others

Secondary Effects of Binge Drinking on College Campuses

Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.

Spons Agency—Department of Education, Washington, DC.

Report No.—ED/OPE-96-3

Pub Date—Feb 96

RIE MAR 1997

Contract—SS9-30-25-001

Note—9p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Alcohol Education, *Antisocial Behavior, *Drinking, *Higher Education, Incidence, Intervention, National Surveys, Prevention, Recreational Activities, School Health Services, School Security, Sexual Abuse, *Student Behavior, Student Experience

Identifiers—*Binge Drinking, *Secondary Victimization

The College Alcohol Study (1993) surveyed nearly 18,000 undergraduate students at 140 colleges concerning their experience of either "binge drinking" or "secondary binge effects" (harm experienced as a result of binge drinking by others). The survey found that 44 percent of respondents were binge drinkers (50 percent of men and 39 percent of women). Across the colleges, binge drinkers ranged from 1 to 70 percent of students on campus. On high drinking-level campuses, 87 percent of the non-binge drinkers living on campus experienced negative consequences of excessive drinking by other students (such as having studying or sleep interrupted, having property damaged, or experiencing unwanted sexual advances). On low drinking-level campuses, 62 percent reported experiencing such secondary effects of binge drinking. Non-binge drinking women living on campuses with high levels of binge drinking had almost twice the risk of experiencing unwanted sexual advances as their counterparts at lower drinking-level schools. Among 10 recommendations for college administrators are: (1) using student media to highlight the problem; (2) building alliances with the community; (3) restricting conditions under which alcohol is allowed on campus; (4) encouraging athletic directors to help promote mature behavior; and (5) appointing a health and safety advocacy committee. (MAH)

ED 400 739

HE 029 579

Enos, Tammy Pittayathikhun, Tanulda

Alcohol and Other Drug Prevention: A Bulletin for Fraternity and Sorority Advisors.

Education Development Center, Inc., Newton, Mass.; Higher Education Center for Alcohol and Other Drug Prevention, Newton, MA.

Spons Agency—Department of Education, Washington, DC.

Report No.—ED/OPE-96-5

Pub Date—[96]

Contract—SS9-30-25-001

Note—17p.

Available from—Higher Education Center for Alcohol and Other Drug Prevention Education Development Center, Inc., 55 Chapel Street, Newton, MA 02158-1060; phone: 800-676-1730; e-mail: HigherEdCtr@edc.org; World Wide Web: <http://www.edc.org/hec/>

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Antisocial Behavior, Change Strategies, College Environment, Counselor Role, *Drinking, *Fraternities, *Higher Education, Informal Leadership, National Programs, *Peer Groups, Peer Influence, Prevention, Program Descriptions, Social Organizations, *Sororities, Student Experience

Identifiers—*Binge Drinking

This bulletin describes alcohol and other drug (AOD) prevention programs specifically designed or customized for fraternities and sororities (Greeks). Approaches to AOD prevention include: (1) peer education programs to help students help themselves; (2) comprehensive health and psycho-social assistance; (3) retreats, to encourage student involvement and collaborative problem-solving; (4) networking to share resources and information and build coalitions to facilitate change; (5) national programs such as GAMMA (Greeks Advocating the Mature Management of Alcohol), the Greek arm of BACCHUS (Boost Alcohol Consciousness Concerning the health of University Students); Our Chapter, Our Choice; and On Campus Talking About Alcohol; and (6) substance-free fraternities. Also discussed are the strengths of several national programs and how they complement each other and other campus programs; common barriers to AOD

prevention programming for Greeks on campus; and specific ways to overcome those barriers. Advisors to fraternities and sororities are urged to solidify prevention programs and then conduct formal program evaluations in order to direct time and money to those that are effective. (MAH)

ED 400 740

HE 029 580

Brown-Wright, Dianne

A Qualitative/Quantitative Analysis of the Administrative Management Institute at Cornell University.

Pub Date—4 May 96

Note—27p.; Paper presented at the Annual Meeting of the Ohio Academy of Science (105th, Canton, OH, May 4, 1996).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Education, Business Administration Education, *Continuing Education, Higher Education, *Literature Reviews, *Management Development, Professional Development, *Professional Education, Program Evaluation, Research Methodology

Identifiers—*Cornell University NY

This study examined the characteristics, experiences, and recommendations of 43 participants in the Administrative Management Institute (AMI) at Cornell University (New York). Analysis of the first surveys led to two annual follow-up surveys that focused on how participants financed their AMI studies and on additional AMI opportunities desired. Specifically, the study investigated participant demographics, rationale for attendance, financing, prior management-related training, evaluation of AMI experience in relation to previous management development experience, career aspirations, and recommendations for additional training opportunities and networking. Analysis of participants' responses and the results of participant observations are presented in each category. Results suggest that although the Cornell AMI program was geared primarily toward the business affairs side of the higher education enterprise, the program is potentially attractive to a much more diverse group of administrative managers; that the focus of the program might be expanded, in terms of both target population and content; and that this study should be replicated to identify program changes since the program's inception and since completion of the study. Graphs and tables are appended. (Contains 27 references.) (MAH)

ED 400 741

HE 029 581

Cove, Patrick G. Love, Anne Goodsell

Enhancing Student Learning: Intellectual, Social, and Emotional Integration. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC; Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-95-4

Pub Date—96

Contract—RR93002008

Note—4p.; For the full report, see HE 029 582.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 (\$1).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, *College Instruction, Constructivism (Learning), Cooperative Learning, Critical Theory, *Educational Philosophy, Emotional Development, Higher Education, *Holistic Approach, Institutional Environment, Integrated Activities, Leadership, Learning Activities, Learning Theories, Models, Social Development, Student Centered Curriculum, Student Participation, Teaching Methods

Identifiers—ERIC Digests, *Learning Communities

This digest addresses the necessity for holistic learning—the integration of intellectual, social, and emotional aspects of undergraduate student learning. Research findings, theoretical models, and the relationship and interdependency of these developmental areas are briefly reviewed and recommendations are provided to faculty, administrators, and institutions on ways to enhance holistic learning. The review finds a growing literature base supporting the fact that cognitive, social, and emotional processes are inextricably linked. Recommendation-

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tions to individual faculty and student affairs professionals are developed based on liberation theory, constructivist pedagogy, the critical cultural perspective, and collaborative learning theory. Implications for institutions moving toward developing a focus on holistic learning are considered including providing visionary, persistent, and pervasive leadership; promoting student involvement in learning; developing learning communities; enhancing the educational climate of residence halls; and intentionally influencing the socialization of faculty and student affairs professionals. (Contains seven references.) (DB)

ED 400 742 HE 029 582
Love, Patrick G. Love, Anne Goodsell

Enhancing Student Learning: Intellectual, Social, and Emotional Integration. ASHE-ERIC Higher Education Report No. 4.

Association for the Study of Higher Education; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. Graduate School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-68-0; ISSN-0884-0040

Pub Date—95
Contract—RR93002008
Note—166p; For a digest of this report, see HE 029 581.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, N.W., Suite 630, Washington, DC 20036-1183 (\$18 plus \$3.95 postage and handling).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Cognitive Development, *College Instruction, Constructivism (Learning), Cooperative Learning, Critical Theory, Educational History, *Educational Philosophy, Emotional Development, Higher Education, *Holistic Approach, Institutional Environment, Integrated Activities, Leadership, Learning Activities, Learning Theories, Models, Social Development, Student Centered Curriculum, Student Participation, Teaching Methods

Identifiers—Learning Communities

This report examines the necessity for holistic learning—the integration of intellectual, social, and emotional aspects of learning at the undergraduate level. It reviews and evaluates research findings, theoretical models, and the relationship and interdependency of these developmental areas. An introductory chapter considers the increasing fragmentation of the learning process and defines the report's terminology. The following chapter reviews the historical development of the separation of social and emotional processes from student learning and identifies current cultural barriers to their integration as well as facilitating conditions for integration. The next two chapters review the research which demonstrates links among cognitive, social, emotional, and intellectual processes in the context of liberation theory, constructivist pedagogy, the critical cultural perspective, and collaborative learning theory. Individual issues in the links among intellectual, social, and emotional elements of learning are addressed including the need to expand the notion of learning and individual philosophy, practice, and transformation. The final chapter urges educators and institutions to: (1) provide visionary, persistent, and pervasive leadership; (2) promote student involvement in learning; (3) develop learning communities; (4) enhance the educational climate of residence halls; and (5) intentionally influence the socialization of faculty and student affairs professionals. (Contains approximately 250 references.) (DB)

ED 400 743 HE 029 583
English, Fenwick W. Larson, Robert L.

Curriculum Management for Educational and Social Service Organizations. Second Edition.

Report No.—ISBN-0-398-06667-1

Pub Date—96

Note—276p.

Available from—Charles C. Thomas Publisher, Ltd., 2600 South First Street, Springfield, IL 62794-9265 (clothbound: ISBN-0-398-06667-1, \$56.95; paperback: ISBN-0-398-06668-X, \$39.95).

Pub Type—Books (010) — Guides - Non-Class-

room (055)

Document Not Available from EDRS.

Descriptors—Agencies, Audits (Verification), Curriculum Based Assessment, Curriculum Design, *Curriculum Development, Curriculum Evaluation, *Curriculum Guides, Curriculum Research, Elementary Secondary Education, Evaluation Research, Higher Education, Institutional Environment, Instructional Effectiveness, Outcomes of Education, Program Evaluation, Program Validation, *Quality Control, Social Services, *Student Evaluation, *Total Quality Management Identifiers—*Curriculum Management, Curriculum Mapping

This book applies the concepts of curriculum development and management, with curriculum defined as the collectivity of paper defining work, to a wide range of organizations, especially social service organizations, schools, and colleges. After an introductory chapter defining basic concepts, Chapters 1 through 7 cover: curriculum management as it relates to organizational characteristics of schools; quality control of curriculum design and delivery; environmental factors that affect quality control; the process of curriculum validation and abandonment; curriculum balance and the importance of outcomes; the planning process; and curriculum change and alignment. Chapter 8 relates Total Quality Management principles to the development of curriculum guides and presents a six-step design process. Curriculum mapping is defined as the technique used to chart the taught curriculum against the written one. Chapter 9 covers assessment of student learning, the components of testing, traditional testing, current trends, standardized testing, the need for local policies, and how to use results as indicators of school quality. Chapter 10 presents five standards for a curriculum audit and provides a format for a management audit. In each chapter there is a "Dialogue" section that answers commonly asked questions, and a section titled, "Activities for Personal and Staff Development." (Contains approximately 400 references.) (CH)

ED 400 744 HE 029 584

Gross, Paul R. Levitt, Norman

Higher Superstition. The Academic Left and Its Quarrels with Science.

Report No.—ISBN-0-8018-4766-4

Pub Date—94

Note—314p.

Available from—The Johns Hopkins University Press, 2715 North Charles Street, Baltimore, MD 21218-4319 (\$25.95).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Freedom, Attitudes, Censorship, *Feminism, Freedom of Speech, Futures (of Society), Higher Education, Intellectual Freedom, Opinions, Political Influences, Racial Relations, *Science and Society, *Sciences, Scientific Literacy, Scientific Principles, Scientific Research, Scientists, Trend Analysis

Identifiers—Deconstruction, Postmodernism
In this book the authors raise serious questions about the growing criticism of science by humanists and social scientists on the "academic left," and explore the origins of this trend. They argue that when scientific texts are deconstructed and feminists make charges of scientific "patriarchy," the basic principles and practices that underlie 300 years of scientific achievement are being attacked by those with little knowledge of the scientific process. In the first five chapters the authors discuss the academic left and academic insularity; briefly consider the history of the American left; look at cultural constructivism; examine postmodernist approaches to cultural studies and chaos theories; and examine the relationship between feminist thinking and science. In chapter 6, the authors charge radical environmentalists with exploiting issues such as acid rain and the ozone hole; in chapter 7, the social and political issues as they relate to racial justice and the AIDS epidemic are considered; while in chapter 8 they examine some of the underlying causes of hostility toward science. In the final chapter the authors express their concerns about the future and about how science is perceived in academia and by the public. (Contains approximately 325 references.) (CH)

ED 400 745 HE 029 585

Halstead, Kent

Higher Education Report Card: 1995. Comparisons of State Public Higher Education Systems and National Trends. 1st Edition.

Research Associates of Washington, DC.

Report No.—ISSN-1086-7260

Pub Date—Apr 96

Note—120p.

Available from—Research Associates of Washington, 2605 Klingle Road, NW, Washington, DC 20008 (\$40, academic institutions; \$60, others); also on 3.5 diskette in Excel software.

Pub Type—Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—Access to Education, College Attendance, College Transfer Students, Comparative Analysis, Compensation (Remuneration), Educational Equity (Finance), Educational Finance, Educational Legislation, Enrollment Influences, *Enrollment Trends, Equalization Aid, Expenditure per Student, Higher Education, Longitudinal Studies, Parent Financial Contribution, Paying for College, Performance Factors, *Public Education, Public Policy, *State Colleges, State Universities, Student Financial Aid, Tax Allocation, *Tax Effort, Teacher Salaries, *Trend Analysis, Tuition
This report presents the key trend indicators of public higher education systems for the fiscal year 1994-95, and national trend data for the years 1994-95, for all 50 states and the District of Columbia. Two brief introductory sections summarize the more exceptional findings, and define the purpose and design of the study and the indicators used. With text, data tables, and scatter diagrams the first three chapters detail: (1) environmental conditions—tax wealth available to support public services, at-risk population, potential resident enrollment load, the amount of public higher education provided, and comparative cost indexes; (2) performance measures such as productivity, equitable opportunity, financial access, overall funding effort, balance between state and family payment effort, and intrasystem allocation; and (3) operational factors, such as student migration policies, quantity versus quality, class size relative to faculty salary, retention rates, legislative funding actions, balancing funding sources, and type and size of system design. In Chapter 4 nine tables provide national trend data (base year=1978) for: number of resident students enrolled, inflation, state tax wealth, legislative funding action, family payment effort, total funding of public higher education, balance between class size and faculty salary, quantity versus quality, and the four major trends in the public education sector. Two appendices provide comparative peer state selection factors and basic state data. (CH)

ED 400 746 HE 029 586
Halstead, Kent

State Profiles: Financing Public Higher Education.

1996 Rankings. 19th Edition.

Research Associates of Washington, DC.

Report No.—ISSN-0899-6695

Pub Date—Sep 96

Note—77p.

Available from—Research Associates of Washington, 2605 Klingle Road, NW, Washington, DC 20008 (\$40 for academic and state organizations, \$60 for others); also on 3.5 diskette in Excel software.

Pub Type—Numerical/Quantitative Data (110) — Collected Works - Serials (022)

Document Not Available from EDRS.

Descriptors—Access to Education, College Attendance, *Comparative Analysis, *Educational Finance, Educational Legislation, Enrollment Trends, Expenditure per Student, Higher Education, Longitudinal Studies, Parent Financial Contribution, Paying for College, *Public Education, Public Policy, *State Aid, State Colleges, *State Universities, Student Financial Aid, Tax Effort, *Trend Analysis, Tuition

This annual report presents comparative trend data covering enrollment, appropriations, tuition, and other factors for fiscal year 1996 for the 50 states and the District of Columbia. A 12-element data set covers all aspects of state education financing: accessibility and attractiveness; tax utilization; legislative budgeting; role of tuition; and relative effort of government versus families in paying for higher education. Chapter 1 explains purpose of the report and how the contents are organized. It also briefly describes the model used for interstate comparisons and discusses data accuracy and comparability. Chapter 2 presents the model for interstate comparative analyses of public higher education financing and a master table of ranked data. Chapter 3 argues that trends in public policy are better indicators of the true state of education financing than

current performance rankings. There are three appendices: the first provides basic data descriptions and reporting instructions of interest to financial officers and researchers; the second includes additional state information provided by the State Higher Education Finance Officers; and the third is a directory of state higher education finance officers. (Contains 62 references.) (CH)

ED 400 747 HE 029 587

Inflation Measures for Schools, Colleges, and

Libraries: 1996 Update, 16th Edition.

Research Associates of Washington, DC.

Report No.—ISSN-1077-7172

Pub Date—Sep 96

Note—107p.

Available from—Research Associates of Washington, 2605 Klingle Road, N.W., Washington, DC 20008 (\$40 for academic institutions, \$60 all others); also on 3.5 diskette in Excel software.

Pub Type—Numerical/Quantitative Data (110)—

Collected Works—Serials (022)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, *Cost Indexes, *Educational Finance, Elementary Secondary Education, Higher Education, *Inflation (Economics), *Library Expenditures, Library Funding, *Longitudinal Studies, Public Education, Research and Development, School Support, State Colleges, State Universities, *Trend Analysis

Identifiers—College Library Price Index, Elementary Secondary School Price Index, Higher Education Price Index, Public Library Price Index, Research and Development Price Index, Tuition Price Index, University Library Price Index

This report presents various inflation measures for schools, colleges, and libraries for fiscal year 1996, plus historical data for the period 1975-96. An introductory section covers the purpose and organization of the report and defines the indexes used. Chapter 1 covers the theory and design of price indexes. In text and 10 data tables, chapter 2 describes the market-basket components of two inflation measures used for colleges and universities: the Higher Education Price Index, which measures current operations, and the Research and Development Price Index, which measures yearly relative price levels. The chapter also provides a brief overview of the effects of inflation upon institutional funding and faculty salaries. Seven tables and text in chapter 3 present data from two academic library indexes: the University Library Price Index and the College Library Price Index, while three tables and text in chapter 4 cover changes in a fixed-enrollment-weighted Tuition Price Index. Chapter 5, which has 15 data tables, reports changes in the market-basket components of the Elementary-Secondary School Price Index. In chapter 6, several indexes are used to measure new construction and capital equipment price changes. The Public Library Price Index data in chapter 7 cover average price level changes for a fixed market basket of goods and services purchased by a "typical" library. (Contains 13 references.) (CH)

ED 400 748 HE 029 588

Hightower, Len

Fact or Fiction: The Relevance of the Strategic Planning Literature to Planning Practices at Small Colleges and Universities.

Pub Date—May 95

Note—31p.; Paper presented at the Annual Forum of the Association of Institutional Research (35th, Boston, MA, May 1996).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Higher Education, *Institutional Environment, Institutional Research, Interviews, *Long Range Planning, Models, Organizational Climate, Organizational Objectives, Policy Formation, Program Administration, Program Evaluation, Qualitative Research, *Strategic Planning, *Theory Practice Relationship

This report presents the results of a qualitative research study at three small independent colleges/universities on how literature-based strategic planning models compare with actual practices. Four critical aspects of strategic planning were identified: first, dealing with the future; second, understanding the organization's external environment; third, identifying current organizational strengths; and, fourth, using information gathered to make appropriate decisions. The study then focused on five institutional aspects of planning: (1) creation of

strategic planning models; (2) how strategic planning is defined operationally; (3) planning activities used in the process; (4) the role of the institution's president; and (5) the outcomes, both intended and unintended, of the planning strategies. The research involved three steps: selecting the institutions, selecting interviewees, and acquiring data. The study showed that, generally, small institutions did not use strategic planning in a manner consistent with the literature, and also that all of them neglected to implement, or did so at a marginal level, the planning activities of providing on-going feedback regarding the status of plan implementation and evaluation of goal implementation and outcomes. Another finding was that while strategic planning was generally created in response to a management crisis, the degree of effort was generally a reflection of the president's commitment. The study concludes that while strategic planning is important, literature-based practices should be adapted to the needs of small colleges. Appendices list attributes of strategic planning and the interview questions. (Contains 39 references.) (CH)

ED 400 749 HE 029 589

Astin, Alexander W. And Others

Degree Attainment Rates at American Colleges and Universities: Effects of Race, Gender, and Institutional Type.

Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—American Council on Education, Washington, D.C.

Report No.—ISSN-1-878477-18-8

Pub Date—Sep 96

Note—49p.

Available from—Higher Education Research Institute, Graduate School of Education & Information Studies, 3005 Moore Hall/Mailbox 951521, University of California, Los Angeles, CA 90095-1521; 310-825-1925; fax: 310-206-2228 (\$10 plus \$4.79 shipping, plus \$0.40 per additional book).

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Black Colleges, Blacks, College Entrance Examinations, College Outcomes Assessment, Colleges, *Comparative Analysis, Ethnic Groups, Higher Education, Institutional Characteristics, Longitudinal Studies, Minority Groups, Predictive Measurement, Racial Differences, Racial Distribution, Regression (Statistics), Sex Differences, Standardized Tests, *Statistical Analysis, Student Characteristics, Student Subcultures, *Trend Analysis, Universities

Identifiers—*Cooperative Institutional Research Program

This report presents quantitative data from an ongoing longitudinal study, the Cooperative Institutional Research Program, on degree attainment rates at institutions of higher education. The report covers national degree completion data for three time intervals—4, 6, and 9 years—broken down by institutional type, student gender, and student race. Brief introductory sections define the purpose of the study and describe the methodology. Sixteen tables and supporting text present data for attainment rates by institutional type, gender, and race; attainment rates by high school grades and Scholastic Aptitude Test (SAT) scores; prediction of Bachelor Degree completion using different combinations of input variables; and regression analysis. The study also examines the data as they relate to historically black colleges and universities, finding few strong correlations. The final section of the report looks at some policy implications and suggests ways in which institutions can use the information provided by longitudinal studies to assess institutional performance and accountability. There are three appendices: the first converts American College Testing (ACT) scores to SAT verbal and math equivalents; and second lists the regression variables by racial subgroups; and the third compares Cooperative Institutional Research Program retention rates with rates reported by the ACT program. (Contains 13 references.) (CH)

ED 400 750 HE 029 590

Middaugh, Michael F. And Others

Strategies for the Practice of Institutional Research: Concepts, Resources, and Applications. Resources in Institutional Research, Number Nine.

Association for Institutional Research.; North East Association for Institutional Research.

Report No.—ISSN-1-882393-04-X

Pub Date—94

Note—135p.

Available from—Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306-3038 (\$10 members; \$14.95 nonmembers).

Pub Type—Books (010)—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audits (Verification), Colleges, *Data Analysis, Databases, Data Collection, Data Interpretation, Higher Education, Information Sources, Input Output Analysis, *Institutional Research, Measurement Techniques, Models, Money Management, Primary Sources, Program Effectiveness, Program Evaluation, Reference Materials, Research Design, *Research Methodology, *Research Tools, Resource Allocation, Resource Materials, Universities

This book provides conceptual and practical strategies for the data and information collection and analysis needs of a diverse group of institutions, ranging from small rural community colleges to large urban research institutions. The model framework is designed for use by any size or type of institution and gives a broad overview of various approaches to data collection and analysis. Chapter 1 provides a conceptual framework for organizing data collection and analysis around an input-process-output (I-P-O) model; chapter 2 identifies research resources, including books, journals, and monographs, professional associations, computing resources ranging from hardware to software to communications equipment and various data sources; chapter 3 lists the key responsibilities of an institutional researcher; chapter 4 discusses assessment methods and measures, including outcomes assessment in the I-P-O model; chapter 5 covers finances, including ratio analysis, and lists resources for comparing interinstitutional financial data; chapter 6 covers productivity and the management of human resources; and chapter 7 lists seven guidelines for implementation strategies. Most chapters in the book include a relevant bibliography and list specific resources and contacts. Eight appendices provide sample outputs of newsletters, reports, and other data. (CH)

ED 400 751 HE 029 591

International Dimensions of the University of

Alberta. Report of the Senate Task Force.

Alberta Univ., Edmonton.

Pub Date—23 Sep 94

Note—73p.

Available from—The Senate, University of Alberta, 150 Athabasca Hall, Edmonton, Alberta, Canada T6G 2E8.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Curriculum Design, Curriculum Research, Educational Objectives, Foreign Countries, *Global Approach, Higher Education, International Cooperation, *International Educational Exchange, *International Programs, International Studies, Long Range Planning, Student Exchange Programs, Study Abroad

Identifiers—*University of Alberta (Canada)

This report, written by the University of Alberta (Canada) Senate Task Force, was created to facilitate discussion and propose actions to facilitate internationalization of the campus. The report reviews how the university's current activities and strengths might be leveraged to enhance its international stature. It examines a multitude of factors that define the "international dimensions" of a university; asks how the university can benefit from internationalization and what the social and cultural impacts might be; considers how the university might coordinate its efforts toward internationalization with local, provincial, and federal government agencies, and with the private sector; looks at ways to increase international and global perspective in the curriculum; discusses how university policies affect internationalization; and identifies possible roles the university can play to achieve internationalization. Based on its research the Task Force recommends that the university establish an Office of International Affairs and that a comprehensive international affairs policy be developed to ensure affordable study abroad, provide financial assistance, and seek revenue opportunities. The Task Force also recommends a comprehensive communication plan and the establishment of ambassadorships. Four appendices list participants; provide an inter-

national policy statement; define citizenship and residency requirements; and furnish statistics on the number of foreign students at the university. Contains 40 references. (CH)

ED 400 752 HE 029 592
Technology in Learning. Final Report of the Senate Task Force.

Alberta Univ., Edmonton.

Pub Date—22 Sep 95

Note—86p.

Available from—The Senate, University of Alberta, 150 Athabasca Hall, Edmonton, Alberta, Canada T6G 2E8.

Pub Type—Reports - General (140)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—College Attendance, *Computer Assisted Instruction, *Computer Centers, Computer Managed Instruction, *Computer Uses in Education, Courseware, *Distance Education, Educational Opportunities, External Degree Programs, Foreign Countries, Futures (of Society), Higher Education, Innovation, Integrated Learning Systems, Long Range Planning, Modernization, Noncampus Colleges, *Nontraditional Education, Strategic Planning, *Technological Advancement, Technological Literacy, Technology Transfer, Telecommunications

Identifiers—*University of Alberta (Canada)

This report on technology in learning at the University of Alberta (Canada) presents a vision for the year 2005 and outlines the measures and leadership needed to achieve these goals. In the introductory chapter the report examines the university's current telecommunications infrastructure, looks at the need to integrate technology and teaching, and examines the effectiveness of computer-mediated learning. Next the report tries to predict the impact of new technologies. Another chapter examines the challenges technology poses for postsecondary education and raises issues of access to learning, program quality, cost effectiveness and affordability, competition for students, better client services, and other organizational issues. The final chapter calls for the use of technology to provide alternative methods of delivery; the need for academic vision and strategic planning; more systematic communication and coordination of efforts; and improved campus computing services. It also looks at several issues raised by respondents, such as faculty rewards and incentives, off-campus computing resources, courseware development, alumni allegiance, and social and legal issues. The report recommends creation of an Instructional Innovation Hub on campus and lists the many new opportunities for leadership that will exist. Appendixes list respondents, provide an overview of campus computing and networks, and a list of committees relating to technology and instruction. (Contains approximately 60 references.) (CH)

ED 400 753 HE 029 593

Cowen, Sonia S.

Nature and Responsibility of Leadership: Need and Accountability. Demystifying the Nature of Leadership.

Pub Date—Mar 91

Note—18p.; Contains some pages of light type that may not reproduce well. Presented at the Lieutenants' Professional Development Program, Eastern Washington University, Strategic Air Command, U.S. Air Force, March 1991.

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Armed Forces, Citizenship Responsibility, Job Training, Leaders, *Leadership Qualities, Leadership Responsibility, *Leadership Training, Lesson Plans, *Military Training, *Officer Personnel, Role Models, Role Perception, Supervisory Training

Identifiers—*Air Force

This teacher's guide on leadership for U.S. Air Force lieutenants presents two lessons which are part of a larger "Need and Accountability for Leadership Development" program. The lessons include objectives and corresponding procedures with their associated issues and are intended to take about 30 to 50 minutes. The overall curriculum of the program focuses on providing participants with an understanding of the critical role leaders play in recognizing and addressing current global, social, and personal issues effectively. Discussion points, suggested timelines, source lists, and a list of suggested handouts are also provided. The first of these lessons, "Need and Accountability" is normally in-

troduced after the participants have had an opportunity to discuss large organized systems, or immediately following the "Introduction to Lieutenant's Professional Development Program" by their wing or vice-wing commander. Key concepts underlying objectives for this lesson include: (1) current global, social, and personal issues demand effective leadership; (2) every follower must assume responsibility for the actions and success of his leader; (3) effective leaders delegate leadership opportunities to others; and (4) in a vital organization, opportunities for assuming leadership are widespread and occur frequently. The second lesson, "Demystifying the Nature of Leadership," is organized around the key concepts of: "leaders are not born" and "leadership must be institutionalized." (Contains 24 references.) (JLS)

ED 400 754 HE 029 594

Greenwald, Anthony G.

Applying Social Psychology to Reveal a Major (But Correctable) Flaw in Student Evaluations of Teaching.

Pub Date—Mar 96

Note—34p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Course Evaluation, Course Selection (Students), *Data Interpretation, Grade Inflation, *Grading, Higher Education, Reliability, Statistical Analysis, Student Attitudes, *Student Evaluation of Teacher Performance, Teacher Effectiveness, *Teacher Evaluation, Teacher Motivation, Validity

Identifiers—*University of Washington

Higher education relies on student ratings to evaluate faculty teaching, partly because the alternatives (expert peer appraisals or objective performance criteria) are costly or unavailable. Because student ratings are crucial not only to improving instruction, but also in making or breaking faculty careers, it is important to assure that they provide valid indications of instructional quality. Analyses of large data sets obtained at University of Washington show that student ratings are prone to artifacts that can produce occasional substantial underestimates of teaching ability for instructors who grade strictly (and overestimates for those who grade leniently). Some likely system impacts of this distortion of ratings are to nudge (1) instructors toward lenient grading, and (2) students toward nonchallenging courses. The bright side of this picture is that the usefulness of student ratings can be improved statistically. While it has been found that giving inflated grades produces inflated ratings and higher student workloads generally produce lower ratings, statistical adjustment of data, removing invalid variance, can derive more accurate ratings. The appendix contains the Instructional Assessment System form used for faculty evaluation at the University of Washington. (Contains 27 references.) (Author/JLS)

ED 400 755 HE 029 595

Arrow, Kenneth J. Ed. And Others

Education in a Research University

Report No.—ISBN-0-8047-2595-0

Pub Date—Jun 96

Note—494p.

Available from—Stanford University Press, Stanford, CA 94305-2235 (\$60).

Pub Type—Books (010) — Collected Works - General (020) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Standards, Activism, Affirmative Action, Business Education, *College Administration, College Admission, College Faculty, College Instruction, Computer Simulation, Computer Uses in Education, Decision Making, Doctoral Programs, Economics Education, Educational History, Government School Relationship, Graduate Study, Higher Education, *Institutional Characteristics, Medical Schools, Models, *Operations Research, Planning, Quality Control, *Research Universities, Retirement, School Business Relationship, *Statistics, Teacher Retirement, Technological Advancement

Identifiers—*Stanford University CA

This collection of 30 essays on the character, administration, and management of research universities research university emphasizes the perspective of statistics and operations research: The essays are:

"A Robust Faculty Planning Model" (Frederick Biedenweg); "Looking Back at Computer Models Employed in the Stanford University Administration" (David S. P. Hopkins); "Faculty Retirement Policies: The Stanford Experience" (Kathryn M. Gilliam and John B. Shoven); "Applying Statistical Concepts and Approaches in Academic Administration" (Stephen E. Fienberg); "Affirmative Action in Graduate Admissions: Stanford University in the 1980's" (Jean H. Fetter); "University and Government, University and Industry: Examining a Changed Environment" (Donald Kennedy); "Student Revolt and Campus Reform in the 1960's: The Case of Stanford's Judicial Charter" (Richard W. Lyman); "The University Fellows Program at Stanford: On Turning Scientists and Scholars into University Statesmen and Stateswomen" (Albert H. Hastorf); "Why a Medical School in a Research University?" (Saul A. Rosenberg); "Education and Technology at Stanford University in the 21st Century" (Patrick Suppes); "Searching for World-Class Educational Standards" (J. Myron Atkin); "A Practitioner's View of Operations Research Ph.D. Education" (Alan Wood and Frederick Biedenweg); "Practicing Operations Research (OR) and Systems Engineering in Workplaces Having Decentralized OR" (Randall E. Fleming); "Teaching a Computer-Intensive Statistics Course" (David A. Butler); "My First Days' Lectures: Past and Present" (Donald L. Bentley); "Courses for Learning the Practice of Operations Research" (B. Curtis Eaves); "Some Lessons Learned About Textbook Writing" (Frederick S. Hillier); "The DNA of Decision Science" (Sam L. Savage); "Evolution of the Required Quantitative Methods Course for M.B.A.'s at Indiana University (Chris Albright); "The Challenge for Operations Research in American Graduate Business Schools" (Evan L. Porteus); "Operations Research and Statistics in Manufacturing - An Educational Model" (Donald B. Rosenfield); "Graduate Programs in the Mathematical Sciences: The Clemson Model" (Kenneth T. Wallenius); "Analysis and Judgment in Policymaking" (Alexander George); "The Impact of Operations Research and Decision Theory on Teaching and Research in Microeconomics" (Kenneth J. Arrow); "Linear Programming - The Story About How It Began" (George B. Dantzig); "Greenhouse Gas Abatement: Toward a Pareto-Optimality in Integrated Assessments" (Alan S. Manne); "New Directions in Education: Computational Tools for the Molecular Biologist and Biological Sources for the Mathematician" (Samuel Karlin and Volker Brendel); "Phase II - Some Advanced Applications in Statistical Quality Control" (Gary C. McDonald); "The Use of Statistics in Judicial Decisions" (Kenneth E. Scott); and "Communication: Statistical Task and Statistical Tool" (Lincoln E. Moses). Chapters include references. (JLS)

ED 400 756 HE 029 596

Fetter, Jean H.

Questions and Admissions: Reflections on 100,000

Admissions Decisions at Stanford.

Report No.—ISBN-0-8047-2398-2

Pub Date—May 95

Note—276p.

Available from—Stanford University Press, Stanford, CA 94305 (\$29.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Access to Education, Admission Criteria, Admissions Officers, *Affirmative Action, Alumni, Athletes, *College Admission, Competitive Selection, *Decision Making, Donors, *Enrollment Management, Ethics, Higher Education, Personal Narratives, School Choice, State Universities, Student Financial Aid

Identifiers—*Stanford University CA

This is a first-hand account of the process used in selecting undergraduates at Stanford University (California) between 1984 and 1991. The topics covered are also relevant to the procedures followed in many four-year colleges throughout the United States. There are sections on the use and abuse of standardized tests and on special considerations such as extracurricular talents, alumni parents and siblings, faculty and staff parents, and donors. The topic of ethical dilemmas, notably the possibility of dishonesty by applicants and high school and college admissions officials, is considered. There is also discussion of the underlying philosophical issues and practical applications of affirmative action policies and problems associated with scholarship support, especially for athletes and international

students. Case studies and anecdotes drawn from the author's experience as the Dean of Undergraduate Admissions illustrate the text. The first chapter is a brief history of admissions at Stanford. The current procedures for reviewing applications are described next. The rationale for selective admissions as well as preference for certain groups is given with discussion of affirmative action and varsity consideration. Finally, an overview of the changing composition of high school student classes and the entering college classes is presented. (Contains 76 references.) (JLS)

ED 400 757 HE 029 597

Information Digest, 1994-95. Eleventh Edition.

University System of Georgia, Atlanta.

Pub Date—Feb 96

Note—111p.

Available from—Board of Regents, University System of Georgia, 244 Washington St., S.W., Atlanta, GA 30334.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Academic Rank (Professional), *Academic Standards, Access to Education, Admission Criteria, Budgets, Classrooms, *College Faculty, *College Students, Degrees (Academic), *Educational Facilities, *Educational Finance, Educational Research, Enrollment, Higher Education, Publications, Research, School Buildings, State Surveys, *State Universities, Student Costs, Tenured Faculty

Identifiers—Georgia, *Georgia University System. This report concerning the 34 state institutions of higher education in the University System of Georgia presents data for 1994-95 on students, college programs and degrees, faculty and staff, finance, facilities, and research and service activities. Data regarding students includes: headcount and full-time equivalent enrollment, enrollment by class and declared major, enrollment by race and gender, admission standards, geographic origin of first-time freshmen including country of origin, first-year retention rates, and student financial aid by institution. Academic data include: credit hours generated by division, degrees conferred by discipline and level, degrees conferred by institution, library additions and holdings, admissions policies and programs, academic policies and programs. Data regarding faculty include: full-time faculty by rank, tenure status of full-time faculty, highest degree held by full-time faculty, and employment status. Financial information includes: revenues and expenditures for current operations and plant, educational and general revenues and expenditures, student fees, and typical cost to attend a university system institution. Data on facilities include: facilities and capital outlay appropriations, buildings and land holdings, inventory of area by classification, student housing capacity and number housed at residential institutions. Data on research activities include: research and public service activities, continuing education unit activities by institution, and contracts and grants received by universities and senior colleges. (JLS)

ED 400 758 HE 029 598

Academic Characteristics of the 1994-95 Freshman Class: University System of Georgia Normative Data.

University System of Georgia, Atlanta.

Pub Date—Jul 96

Note—120p.

Available from—Board of Regents, University System of Georgia, 244 Washington St. S.W., Atlanta, GA 30334.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Academic Advising, Academic Standards, *College Admission, College Bound Students, College Entrance Examinations, *College Freshmen, Decision Making, Full Time Students, *Grade Point Average, Higher Education, Part Time Students, Prediction, *State Universities

Identifiers—Georgia, *Georgia University System, Scholastic Assessment Tests

This report provides summary statistics on the entering freshmen classes of the 34 state institutions of higher education in the University System of Georgia, and is intended to assist in advising prospective students concerning their probable success in college. The formulas for predicting average freshmen grades (AFG) are intended primarily for use by admissions officers as aids in identifying and

admitting those students most likely to succeed at their institutions. Three groups of students are included: (1) all entering freshmen, i.e., all students new to the institutions with no previous college credit; (2) freshmen attempting at least five hours; and (3) freshmen attempting at least 25 hours. Data are provided for the overall Georgia system and for each of its 33 institutions which enrolled a total of 29,268 freshmen students in 1994-95. The following data are given for each group of freshmen, at each institution: average Scholastic Assessment Test (SAT) scores, correlation between pre-admission indices and first year average grades, entering freshmen SAT verbal and mathematics scores, and high school average grades. (JLS)

ED 400 759 HE 029 599

State University of New York Controls Over

Telephone Systems at Selected Campuses.

New York State Office of the Comptroller, Albany.

Pub Date—Oct 96

Note—28p.

Pub Type—Reports—Evaluative (142)

EDRS Price—MF01/PC02 Plus Postage. Descriptors—Administrative Policy, *College Administration, Crime Prevention, Financial Audits, Higher Education, *Telecommunications, *Telephone Communications Systems

Identifiers—*New York, *State University of New York

The State University of New York (SUNY) consists of 29 State-operated campuses. Campuses of the SUNY system each operate and manage their own telephone systems. Campuses may own or lease their own telephone system called a private branch exchange (PBX). A PBX makes a campus a miniature telephone company with the ability to add and delete telephone stations, select calling options, and account for calls. The telecommunications departments on SUNY campuses are responsible for monitoring system use and seeking monetary recoveries from faculty, staff, administrators, and students for all private use. The State Comptroller audited the internal controls that SUNY System Administration and the campuses maintain over the campus PBX systems for the period April 1, 1993 through August 31, 1995. Visits were made to eight campuses. It was found that some campuses lack adequate formal telephone policies, that appropriate restrictions were not in place limiting international calls, and that follow-up was lacking in pursuit of reimbursement for private use. Also included in this report is the response of SUNY System Administration which disagrees with the audit report's thrust, that System Administration should have more involvement in campus telephone systems. (JLS)

ED 400 760 HE 029 600

Derlin, Roberta. And Others

An Academic Department's Response to Outcomes Assessment.

Pub Date—Feb 96

Note—20p.; Paper presented at the New Mexico Higher Education Assessment Conference (Albuquerque, NM, February 22-23, 1996).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Accountability, Accreditation (Institutions), *College Outcomes Assessment, Curriculum Based Assessment, Departments, *Educational Assessment, *Educational Quality, Higher Education, Instructional Effectiveness, Outcome Based Education, *Program Effectiveness, State Universities, Student Educational Objectives

Identifiers—*New Mexico State University

Institutions of higher education are responding to increasing demands for accountability at all levels of government. The demands are also coming from regional accrediting associations in the form of a call for institutions to document their efforts in the areas of effectiveness and outcome assessment. This paper describes briefly this accreditation requirement. It presents one instructional department's response to outcomes assessment and student academic achievement and the direction it has taken for self assessment and improvement. Several models of outcomes assessment are discussed as are the detractors to self improvement in teaching that are presented by the mission of a research institution. The Department of Educational Management and Development at New Mexico State University has begun charting departmental goals, student learner outcomes, and assessments in relation to external

standards. The faculty will identify how the evidence of student learning outcomes will be connected to instructional strategies and a review is being made of syllabi, assigned individual student and group activities, and assessments of all departmental courses. The process of outcomes assessment provides the identification of areas for self-improvement and the prioritization of items for immediate and future action which suggest that one of the promises of this assessment, continuous self improvement, will result in time. (Contains 19 references.) (Author/JLS)

ED 400 761 HE 029 601

Anderson, Greta N. And Others

Mentors and Proteges: The Influence of Faculty Mentoring on Undergraduate Academic Achievement.

Pub Date—Nov 95

Note—34p.; Paper presented at the meeting of the Association for the Study of Higher Education (Orlando, FL, November, 1995).

Pub Type—Reports—Research (143)—Speeches—Meeting Papers (150)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, College Freshmen, College Role, College Students, Higher Education, *Mentors, Psychological Needs, School Counseling, Student Adjustment, *Student Attitudes, Student College Relationship, Student Development, *Student Motivation, *Teacher Role, *Teacher Student Relationship

Identifiers—*Cooperative Institutional Research Program

This study examined the impacts of faculty mentoring on student success and aspirations examining, first, whether characteristics or functions of mentoring relationships between faculty-mentors and student-proteges have any impact on academic achievement as measured by students' college grade point average and degree aspirations and, second, whether such benefits differ across gender and ethnic/racial lines. Three definitions of mentoring have been proposed: direct assistance, emotional and psychosocial support, and role modeling. The present study combined all three approaches and used data from the Cooperative Institutional Research Program, which involved a survey of freshmen in Fall, 1987 with follow-up in June, 1991. The sample provided data on 5,615 students from 172 institutions. Results indicated that: (1) many undergraduates lacked access to faculty mentoring (44 percent reported that no faculty had taken a personal interest in their progress); (2) there was a positive relationship between access to faculty mentoring and academic success though whether this was a causal relationship was unclear; and (3) the relationship of mentoring to academic achievement varied across gender and ethnic groups. For example, honest feedback about one's skills and abilities was a strong positive predictor of grade point average for white women, but not for white men or non-whites. Survey data are presented in chart form. (Contains 23 references.) (JLS)

ED 400 762 HE 029 602

Time For Decision: California's Legacy and the Future of Higher Education. A Report with Recommendations.

California Higher Education Policy Center, San Jose.

Pub Date—Mar 94

Note—37p.

Available from—California Higher Education Policy Center, 160 West Santa Clara Street, Suite 704, San Jose, CA 95113 (free).

Pub Type—Opinion Papers (120)—Reports—General (140)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—Access to Education, Demography, *Educational Demand, *Educational Planning, *Educational Supply, Enrollment Projections, Financial Policy, Higher Education, *Long Range Planning, *Master Plans, Minority Groups, Population Trends, Public Colleges, Resource Allocation, Statewide Planning, Trend Analysis

Identifiers—*California

Under the Master Plan of 1960, California was the first state to provide universal access to higher education for all high school graduates. Despite great success at all levels, higher education in California is now facing a crisis. This report makes nine broad recommendations for action concerning a new plan for California education to be created that will: (1) reaffirm the Master Plan's two major principles of opportunity for all motivated Californians able to

benefit from higher education and division of institutional responsibilities; (2) stabilize state support; (3) temporarily freeze tuition and fee increases; (4) link state reinvestment to enrollment growth; (5) eliminate barriers on use of student fees; (6) fully utilize existing campus capacities and establish priorities for new campuses; (7) specialize and cooperate to improve quality and reduce redundancy; (8) begin accomplishing more with less; and (9) restructure administrative functions. Specific recommendations include an increase in the number of students completing their undergraduate degrees in 4 years or less, development of 3-year bachelor degrees, and use of new telecommunications technologies to provide distance education, further maximizing efficient use of facilities. (JLS)

ED 400 763

HE 029 612

Bonnette, Valerie M. Daniel Lamar

Title IX Athletics Investigator's Manual.

Office for Civil Rights (ED), Washington, DC.

Pub Date—90

Note—178p.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrators, Guides, Athletic Coaches, Budgets, *College Athletics, College Housing, Compensation (Remuneration), *Compliance (Legal), Dining Facilities, Educational Facilities, Equipment Evaluation, Facility Guidelines, Federal Aid, Federal Legislation, Federal Regulation, Higher Education, Intercollegiate Cooperation, *Investigations, Medical Services, Program Evaluation, Publicity, Public Policy, Records (Forms), Scheduling, *Sex Discrimination, *Student Financial Aid, Student Recruitment, Travel, Tutors, *Womens Education Identifiers—*Title IX Education Amendments 1972

This guide is designed for use in investigating college athletics program compliance with Title IX of the Educational Amendments of 1972, prohibiting sex discrimination in programs and activities receiving federal financial assistance. It is organized to assist investigators from the time a complaint is received or compliance review scheduled to issuance of a letter of findings. The first section explains general approaches to athletics investigations and differences between interscholastic and intercollegiate athletics, details the manual's organization and use, and discusses the determination of compliance. Subsequent sections address athletics program components that may be investigated: athletic financial assistance; accommodation of interests and abilities; equipment and supplies; scheduling of games/practice time; travel/per diem allowance; tutors; coaches; locker rooms, practice and competitive facilities; medical and training facilities and services; publicity; support services; and recruitment of student athletes. Each section includes on-site data request questions, interview questions, directions for analyzing information, charts for recording information and comparing programs, and cautions regarding acceptable differences between men's and women's athletics programs. Appendixes contain models for an investigative plan, data request, and letter of findings, explanation of T and Z tests used in determination of financial assistance, and a policy memorandum clarifying coaches' compensation regulations. (MSE)

ED 400 764

HE 029 613

Eglin, Joseph J., Jr. And Others

States' Average College Tuition.

General Accounting Office, Washington, DC.

Health, Education, and Human Services Div.

Report No.—GAO/HEHS-96-213R

Pub Date—19 Sep 96

Note—12p.; For a related document, see ED 399 847.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015 (first copy free, additional copies \$2 each).

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Cost Indexes, Educational Finance, Expenditures, Higher Education, *Inflation (Economics), In State Students, Paying for College, *Public Colleges, Statistical Data, *Student Costs, Trend Analysis, *Tuition This report presents statistical data on trends in tuition costs from 1980-81 through 1995-96. The average tuition for in-state undergraduate students of 4-year public colleges and universities for academic year 1995-96 was approximately 8.9 percent

of median household income. This figure was obtained by dividing the students' average annual tuition by the state's median household income for calendar year 1994, the last year for which data were available. College tuition as a percentage of income varies widely among states, from 3.61 percent in Hawaii to 15.42 percent in Vermont, with the national average being 8.88 percent. From academic year 1980-81 through 1994-95, tuition charges at 4-year public colleges and universities for in-state undergraduate students increased nationally by 234 percent. In contrast, household incomes rose 82 percent during the same period, according to data from the consumer price index and other information from the "1995 Statistical Abstract of the United States". During the 15 years reviewed, prices and costs of other consumer goods (medical care, automobiles, houses, and food) also increased, but not as fast as the tuition increases. (MAH)

ED 400 765

HE 029 614

Derlin, Roberta McShannon, Judy

Action Research Teams: A Means to Transform Teaching and Empower Underrepresented Students in the University Classroom.

Pub Date—Jun 96

Note—25p.; Paper presented at the National Conference on Race and Ethnicity in American Higher Education (San Antonio, TX, June 1996).
Pub Type—Guides - Classroom - Teacher (052) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, Blacks, Classroom Observation Techniques, College Faculty, College Students, Cooperative Programs, *Educational Innovation, Females, Higher Education, Hispanic Americans, *Minority Groups, Multicultural Education, Participatory Research, Program Improvement, *School Holding Power, Teacher Collaboration, Teaching Assistants, Teaching Models, *Teamwork, Womens Education

Identifiers—*Diversity (Student), *New Mexico State University

This paper describes the Action Research (AR) Team model for joining classroom observations with collegial interaction among university faculty, teaching assistants, and university students to improve pedagogy and the retention of diverse students in higher education. The paper includes a progress report of efforts to develop the model and apply it on a pilot basis at New Mexico State University. In the professional fields in which minorities and women are presently under-represented, science, engineering, and mathematics, the need for student retention efforts is seen to be especially important. The AR teams are described as part of efforts to retain minority students as they attempt to: (1) identify teaching strategies and aspects of the classroom environment and dynamics of classroom interaction that may impede student performance; (2) reduce differential treatment of students and improve the pattern of interactions; (3) increase use of non-stereotypical interactions, materials, and activities; and (4) provide more equitable support and motivation in the classroom for female and minority students. An appendix compares the workforce composition for women, African-Americans, and Hispanics in selected fields of employment and composition for those groups in United States population. (Contains 28 references.) (MAH)

ED 400 766

HE 029 615

Baldwin, Roger G. Chronister, Jay L.

Full-Time Non-Tenure-Track Faculty.

National Education Association, Washington, DC.

Office of Higher Education.

Pub Date—Sep 96

Note—6p.

Available from—National Education Association, Office of Higher Education, 1201 Sixteenth Street N.W., Washington, DC 20036.

Journal Cit—NEA Higher Education Research Center Update; v2 n5 Sep 1996

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Rank (Professional), Adjunct Faculty, *College Faculty, *Educational Trends, *Faculty Development, *Faculty Mobility, Females, *Full Time Faculty, Higher Education, Job Satisfaction, Minority Groups, *Nontenured Faculty, Teaching (Occupation),

Tenure

Identifiers—*National Study of Postsecondary Faculty

Non-tenure-track (NTT) faculty represent a significant and growing element of the American academic profession. In the fall of 1992 there were 110,227 full-time faculty working in non-tenure eligible positions. Data from the 1993 National Study of Postsecondary Faculty (NSOPF-93) illustrate where and in what program areas NTT faculty work, and show that women and minorities are more heavily represented among NTT faculty than among full-time tenured and tenure-track professors. NTT faculty generally are in the early stages and lower ranks of an academic career. Many do not have access to the full array of support and professional development opportunities, particularly support for improvement of teaching and research skills and for participation in professional association activities, and are ineligible for sabbaticals and retraining funds. NSOPF-93 data reveal that most NTT faculty are reasonably satisfied with their immediate jobs, although salaries, job security, and opportunities for advancement are sources of job-related dissatisfaction. Many claim they are likely to take a different job, in or out of higher education, within 3 years. The resultant staffing instability on some campuses and the potential loss to higher education of talented individuals should be issues of concern for higher education leaders and public policy makers. (MAH)

ED 400 767

HE 029 616

Faculty Roles and Responsibilities: Collecting and Reporting Statewide Information on Faculty.

Illinois State Board of Higher Education, Springfield.

Pub Date—4 Sep 96

Note—9p.; For a related document, see ED 390 348.

Pub Type—Reports - Evaluative (142) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Data Analysis, Database Design, *Data Collection, Faculty Mobility, *Faculty Workload, Higher Education, Information Needs, State Boards of Education, State Programs, Teacher Evaluation, *Teacher Responsibility, *Teacher Role, *Teacher Student Relationship

Identifiers—Illinois, *Illinois State Board of Higher Education

As part of its Priorities, Quality, and Productivity (PQP) initiative, the Illinois State Board of Higher Education asked institutions to address issues associated with faculty roles and responsibilities. This paper describes the statewide information collected, how the data are used in Board reports, and how improved data collection might strengthen analysis and PQP efforts. The paper also examines several major issues concerning faculty workload, faculty turnover, and faculty/student contact, and considers the kind of information needed to better understand, monitor, and facilitate progress in those areas. The paper reports that most of the information is collected annually by three main data systems: the Integrated Postsecondary Education Data System, the Faculty Credit Hour Survey, and the Resource Allocation Management Program. It also notes that a statewide data base on faculty is administered by the Illinois Community College Board. The paper suggests a two-step consultative process and timetable for developing statewide information on faculty: first, staff and academic officers of higher education institutions will review ways to improve data systems and expand data collection; and, second, a staff committee will consider technical issues connected with any changes to ensure smooth and efficient operations. (MAH)

ED 400 768

HE 029 617

Independent Colleges and Universities Priorities, Quality, and Productivity Executive Summaries.

Illinois State Board of Higher Education, Springfield.

Pub Date—1 Oct 96

Note—50p.; For related documents, see HE 029 618-619.

Pub Type—Reference Materials (130) — Reports - General (140)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Data Collection, Educational Economics, Educational Improvement, Educational Quality, Higher Education, *Private Colleges, *Productivity, Program Effectiveness, *School Effectiveness, *State Boards of

Education

Identifiers—Columbia College IL, Eureka College IL, Greenville College IL, *Illinois, Lakeview College of Nursing IL, Lewis University IL, MacMurray College IL, McKendree College IL, North Central College IL, Rosary College IL

This paper contains executive summaries of the productivity-quality efforts of nine independent Illinois colleges and universities. The summaries typically include descriptions of the type of student population served, the type of campus, the institution's mission statement, and major areas in which degrees are offered. Specific initiatives to improve productivity and quality are detailed. Many papers describe technological improvements and how they have been both implemented on campus and integrated into course curricula. Increased instructional productivity and public service productivity are discussed, as are improvements in: expenditures against priorities; scholarships and grants; access to and employment of computers; staffing; student retention; hiring, promotion and tenure policies; and new program development. Many summaries include financial statements of savings that resulted from elimination or consolidation of programs, and from electronic data processing. Included are the reports of the following institutions: (1) Columbia College; (2) Eureka College; (3) Greenville College; (4) Lakeview College of Nursing; (5) Lewis University; (6) MacMurray College; (7) McKendree College; (8) North Central College; and (9) Rosary College. (MAH)

ED 400 769 HE 029 618

Proprietary Institutions Priorities, Quality, and Productivity Executive Summaries.

Illinois State Board of Higher Education, Springfield.

Pub Date—1 Oct 96

Note—15p.; For related documents, see HE 029 617-619.

Pub Type—Reference Materials (130) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Data Collection, Educational Economics, Educational Improvement, *Educational Quality, Postsecondary Education, Private Education, *Productivity, Program Effectiveness, *Proprietary Schools, School Effectiveness, *Small Colleges

Identifiers—Cooking and Hospitality Institute IL, DeVry Institute of Technology IL Addison, DeVry Institute of Technology IL Chicago, Harrington Institute of Interior Design IL, *Illinois, Illinois Institute of Art IL, Northwestern Business College IL

This paper, from the Proprietary Schools Advisory Committee, is an executive summary of reports on the productivity-quality efforts of nine Illinois proprietary institutions. For each school, productivity summaries are presented for instructional, public service, and research units as well as academic and administrative functions. Examples of accomplishments listed in the reports include: strengthened tutoring program; improved student retention efforts; installation of Windows 95 as the major operating program for computer labs; establishment of a non-academic counseling center; expanded opportunities for students to earn multiple degrees; development of accelerated Saturday Master's in Business Administration program; establishment of an innovative employee recognition program; use of funds generated by recycling program for facilities upgrade; and reduced costs of mass mailings resulting from adjusted timing of mailings. The following schools contributed reports: (1) Cooking and Hospitality Institute of Chicago; (2) DeVry Institute of Technology-Chicago; (3) DeVry Institute of Technology-Chicago; (4) Harrington Institute of Interior Design; (5) Keller Graduate School of Management; (6) Midstate College; (7) Northwestern Business College; (8) Illinois Institute of Art at Chicago; and (9) Illinois Institute of Art at Schaumburg. (MAH)

ED 400 770 HE 029 619

Illinois Public Universities Priorities, Quality, and Productivity Executive Summaries.

Illinois State Board of Higher Education, Springfield.

Pub Date—1 Oct 96

Note—112p.; For related documents, see HE 029 617-618.

Pub Type—Reference Materials (130) — Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

R1E MAR 1997

Descriptors—*Accountability, Cost Effectiveness, Educational Improvement, Educational Objectives, Educational Quality, Goal Orientation, Higher Education, *Institutional Mission, *Organizational Objectives, *Productivity, Public Colleges, *State Universities, Strategic Planning

Identifiers—Chicago State University IL, Eastern Illinois University, Governors State University IL, *Illinois, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University, University of Illinois, Western Illinois University

This paper contains executive summaries of the productivity-quality efforts and priorities from 12 Illinois public universities. Reports summarize the schools' goals (e.g., improved minority student achievement; greater use of technology) and initiatives in pursuit of those goals (e.g., incorporation of diversity issues into new curricula; rewiring a campus with fiber optic cables and purchasing modern network serving equipment). Each report includes tables or descriptions and discussion of resources made available from productivity improvements and where those resources were reinvested. Reports are included from: (1) Chicago State University; (2) Eastern Illinois University; (3) Governors State University; (4) Illinois State University; (5) Northeastern Illinois University; (6) Northern Illinois University; (7) Western Illinois University; (8) Southern Illinois University; (9) Southern Illinois University at Carbondale; (10) Southern Illinois University School of Medicine; and (11) Southern Illinois University at Edwardsville. There is also a (12) University of Illinois PQP update for Fiscal Year 1997. (MAH)

ED 400 771 HE 029 620

Wales, Barbara A.

Tenure Issues in American Higher Education: An Overview.

Pub Date—Oct 96

Note—14p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Educational History, Faculty Promotion, Higher Education, *Innovation, Literature Reviews, Occupational Mobility, Public Opinion, Seniority, *Teacher Employment Benefits, *Tenure, *Tenured Faculty, Trend Analysis

This report attempts to summarize recent attitudes toward and developments in tenure-related issues in American higher education. Modern academic tenure rests on the principles of academic freedom and economic security. Currently, public perceptions of the notion of tenure are often quite negative, with some critics charging that educators have become complacent about the value of academic freedom, and that the concept protects little except security of tenure and the "prerogative of frivolity." Tenure issues that appear repeatedly are: (1) the current necessity of tenure for the protection of academic freedom; (2) the view of tenure as simple job security; (3) the question of whether tenured faculty produce less than their colleagues; (4) the relationship of tenure to the demise of mandatory retirement; and (5) tenure as a possible source of institutional inflexibility. The paper describes possible alternatives to the current tenure system, including: research and teaching dual-track tenure systems; five-year contracts with extra financial incentives; better working conditions; tenure contracts negotiated at hiring and designed to fit the accomplishments and capabilities of the individual and projected long-term needs of the institution; and post-tenure reviews. (Contains 22 references.) (MAH)

ED 400 772 HE 029 621

Belcher, Marcia J.

In Their Own Words: BSU Graduates Tell of Best and Hardest and Recommend Changes. Research Report 96-03.

Boise State Univ., Idaho.

Pub Date—Apr 96

Note—32p.

Pub Type—Opinion Papers (120) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Alumni, Attitude Measures, Attitudes, *Data Collection, *Followup Studies, *Graduates, *Graduate Surveys, Higher Education, *Institutional Evaluation, Questionnaires, *Research Methodology, Research Reports, Student Development, Teacher Student Relationship

Identifiers—*Boise State University ID, Idaho

This paper contains the results of a survey of graduates of Boise State University (Idaho) from 1992-93 and 1993-94. The report presents respondents' (N=1,476) answers to three open-ended questions of the survey concerning "what they liked most" about their BSU experience, "the hardest thing they had to do" in order to complete their education at BSU, and suggestions for improvement. The paper also reports the common themes that emerged. Almost half of the respondents cited people, usually faculty, as the aspect of their BSU experience that they liked most. After people, graduates mentioned that they enjoyed the learning process. The "hardest thing they had to do" most commonly involved academic issues; administrative issues such as class scheduling; personal issues such as balancing school, work, and family; or coping with financial difficulties. Respondents' advice concerning improving education at BSU fell into the general categories of: curriculum review and update; instruction; climate, including more support, understanding, respect, and communication; administration; and advisement. Included are tables showing numbers of comments in specified areas and what percentage of the total they represent. An appendix includes a description of the survey methodology and a copy of the survey form. (MAH)

ED 400 773 HE 029 622

Belcher, Marcia J.

A Survey of Current & Potential Graduate Students. Research Report 96-04.

Boise State Univ., Idaho.

Pub Date—Sep 96

Note—65p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancillary School Services, College Choice, *Data Collection, Educational Attitudes, *Enrollment Influences, *Graduate Students, Graduate Study, *Graduate Surveys, Higher Education, *Institutional Evaluation, Needs Assessment, Opinions, *Questionnaires, Research Reports, Student Motivation, Student Needs, Student Personnel Services, Student Surveys

Identifiers—*Boise State University ID, Idaho

This study reports on the results of a survey of current graduate students at Boise State University (BSU) in Idaho, seniors with good grade point averages, and individuals working in the Boise area mainly in the areas of technology and education. Survey respondents (N=297) were asked what obstacles kept or had kept them from enrolling in graduate school; which services they would or did find most helpful to attract and retain them; reasons why they might pursue a graduate degree; and general perceptions of BSU. Obstacles to graduate study identified were: finances, work schedules, and course availability. Desirable services cited by respondents were: summer courses, graduate assistantships, courses through distance learning, childcare, and graduate housing. Personal satisfaction, career advancement, improved earnings, and requirements of their job were reasons given for attending graduate school. Most respondents agreed that BSU has a quality faculty and a good academic reputation, but only about half agreed that BSU has modern labs and equipment or that there is good support for graduate programs. Findings also indicated that potential graduate students were slightly younger than current graduate students, and that a vast majority of graduate students will continue to enroll on a part-time basis, scheduling courses between work and other commitments. The survey and detailed responses are appended. (MAH)

ED 400 774 HE 029 628

Kopka, Teresia L. Chan, Korb, Raslyn A.

Women: Education and Outcomes. Statistical Analysis Report.

National Center for Education Statistics (ED), Washington, DC; National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.

Report No.—ISBN-0-16-048846-X; NCES-96-061

Pub Date—Sep 96

Note—122p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOF, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Bachelors Degrees, Black Education, College Outcomes Assessment, *Degrees (Academic), Doctoral Degrees, Employed Women, Employment Experience, Employment Patterns, Employment Statistics, Enrollment Rate, *Enrollment Trends, Ethnic Groups, Higher Education, *Labor Market, Masters Degrees, Minority Groups, *Outcomes of Education, Statistical Analysis, *Trend Analysis, *Womens Education

This report is a statistical analysis of trends in the participation of women in higher education and in the labor market from 1970-1994. In 45 figures and 14 tables, data on women's achievements are compared with those of men, with each chart accompanied by a short analysis of the data. The first section of the report presents demographic and educational data: population data covers the resident population of the United States. The second part of the report focuses on outcomes and covers individuals 16 years of age and older, residing in the 50 states and the District of Columbia (except inmates in institutions and those on active duty in the Armed Services) whether or not they are enrolled in school. Appendix A presents additional tables of population, dropout rates, school and enrollment, degree conferred, post-high school training, employment, earnings, employment and earnings in educational institutions. Appendix B lists sources of data and defines concepts and terms used in the report. (CH)

ED 400 775 HE 029 667

Financing Postsecondary Education: The Federal Role. Proceedings of the National Conference on the Best Ways for the Federal Government to Help Students and Families Finance Postsecondary Education (Charleston, South Carolina, October 8-9, 1995).

Department of Education, Washington, DC.

Report No.—ISBN-0-16-048678-5

Pub Date—96

Note—128p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Mail Stop: SSOP, Washington, DC 20402-9328; URL: <http://www.ed.gov/offices/OPE/>

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Accountability, College Students, Demography, Educational Finance, *Educational Policy, *Federal Aid, *Federal Government, *Financial Support, *Government Role, Higher Education, Paying for College, Postsecondary Education, *Student Financial Aid, Trend Analysis.

Identifiers—Pell Grant Program

This conference proceedings provides a summary of a conference on the federal role in the financing of postsecondary education, along with nine papers commissioned for the conference. The papers include: (1) "The Federal Role in Financing Higher Education: An Economic Perspective" (Sandy Baum); (2) "Rethinking the Allocation of Pell Grants" (David W. Breneman and Fred J. Galloway); (3) "Implications of Demographic Trends in Higher Education on Student Financial Aid Over the Next Ten Years" (Mary J. Frase); (4) "Federal Student Aid Policy: A History and an Assessment" (Lawrence E. Gladieux); (5) "Cut the Cloth to Fit the Student: Tailoring the Federal Role in Postsecondary Education and Training" (Arthur M. Hauptman); (6) "Starting Points: Fundamental Assumptions Underlying the Principles and Policies of Federal Financial Aid to Students" (Bruce D. Johnston); (7) "Accountability in Postsecondary Education" (Charles E. M. Kolb); (8) "Goals for Federal/State Policy in the 21st Century: Affordability, Mobility, and Learning Productivity" (James R. Mingle); and (9) "Pursuing Broader Participation and Greater Benefit from Federal College Student Financial Aid" (Michael T. Nettles and Others). A list of conference participants is included. (MDM)

IR

ED 400 776 IR 017 918

Shinohara, Mayumi, Ed. And Others

Tales from the Electronic Frontier: First-Hand Experiences of Teachers and Students Using the Internet in K-12 Math and Science.

WestEd, San Francisco, CA.

Spons Agency—Eisenhower Program for Mathematics and Science Education (ED), Washington, DC; Office of Educational Research and Im-

provement (ED), Washington, DC.

Report No.—ISBN-0-914409-10-7

Pub Date—96

Contract—R168R20025;

R203C40002-95; RP91002006

Note—\$4p.

Pub Type—Reports - Descriptive (141) - Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Cooperative Learning, Educational Resources, Educational Technology, Electronic Mail, Elementary Secondary Education, *Internet, Learning Activities, *Mathematics Education, *Personal Narratives, *Science Education, Student Projects, Teaching Styles, Team Teaching.

This document presents first-hand experiences of teachers and students using the Internet in K-12 math and science, as well as articles on getting the right hardware, choosing an Internet service provider, designing an online project, and fostering acceptable use. Chapters include: (1) "Something in the Air" (Linda Maston): a computer-assisted environmental investigation; (2) "Penumbra" (Greg Lockett): a cooperative astronomy project that led to one young woman finding friendship and a new mode of self-expression; (3) "Tall Shadows" (Karen Nishimoto): study of the Earth's circumference using the Internet; (4) "Pedagogically Speaking" (Bill Barnes): an online class for fourth through eighth grade math teachers examining the best kinds of cooperative activities; (5) "Hoop Happenings" (Caroline Brennan and Joanna Yantosh): math problem solving via e-mail between elementary and middle school children and college students; (6) "Confessions of a Fourth Grade Newbie" (Glenn Lidbeck): a multi-school project measuring the magnetism of the Earth at different locations using e-mail exchanges between international students; (7) "Desert Studies" (Susan Hixson): a team-taught virtual field trip; (8) "Of Wind and Weather" (Kirstine Mueh): developments in teaching style through experiments with new activities and technologies; and (9) "Expeditions to Mount Everest" (Rory Wagner): the benefits and limitations of using the Internet in project-based science as found by high school students studying earthquakes. Sidebars provide information on tools; online educational resources; and sample projects. (AEF)

ED 400 777 IR 018 045

Clark, W. J.

Effect of a Computer Assisted Instruction Program on Aboriginal Student Achievement.

Pub Date—4 Apr 96

Note—72p; Master's Project, Brandon University. Pub Type—Dissertations/Theses - Undetermined (040) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Comparative Analysis, *Computer Assisted Instruction, Conventional Instruction, Foreign Countries, High Risk Students, Indigenous Populations, *Instructional Effectiveness, Pretests Posttests, *Reservation American Indians, Secondary Education, Secondary School Students, Tables (Data), Writing Improvement, *Writing Instruction.

Identifiers—Canadian Tests of Basic Skills, Manitoba

Many parents on a southwestern Manitoba (Canada) Indian reservation are troubled by the small number of high school students who graduate. Much of the failure can be attributed to the generally poor writing skills of aboriginal students. To increase the students' writing ability, a computer-assisted instruction program emphasizing writing and thinking was implemented for students in grades 7-9. The purpose of this study was to investigate whether students receiving computer-assisted writing instruction would outperform students receiving traditional writing instruction (using pencil and paper) on the language arts component of a standardized diagnostic test. Following a quasi-experimental design, the researcher applied both a pretest and a posttest to the experimental and control groups. Prior to the introduction of the "KnowledgeBuilder" writing program and again at the end of the school year, the students in grades 7-9 of two southern Manitoba Indian reserves were administered the Canadian Test of Basic Skills, and the mean scores for each grade of the two schools were compared. While the findings of this study showed no significant difference between the groups, the experimental school's teachers felt there

was an overall improvement in the quality of expository writings. Thirteen tables present results of the study and descriptions and comparisons of the control and experimental groups. (Author/AEF)

ED 400 778 IR 018 118

Educational Satellite Loan Guarantee Program Act, and Distance Learning. Hearing before the Subcommittee on Science, Technology, and Space of the Committee on Commerce, Science, and Transportation. United States Senate. One Hundred Fourth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce, Science, and Transportation.

Report No.—ISBN-0-16-053440-2; Senate-Hrg-104-548

Pub Date—24 Apr 96

Note—161p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Access to Education, *Distance Education, *Educational Finance, Educational Innovation, Educational Technology, Federal Legislation, Geographic Location, *Government Role, Hearings, Socioeconomic Status, *Technological Advancement, Telecommunications. **Identifiers**—Barriers to Participation, Congress 104th, Economic Competitiveness

This document presents witness testimony and supplemental materials from a Congressional hearing focused on the role of technology in promoting distance learning in the United States. Distance learning programs make educational resources available to citizens, regardless of socioeconomic status or geographic location, and enable citizens to remain competitive with each other and with other countries. Issues of cost and funding for distance learning are discussed. The document features an opening statement by Senator Conrad Burns, Chairman of the Subcommittee on Science, Technology, and Space; and statements by Senator Ernest F. Hollings, Senator John D. Rockefeller IV, Senator J. James Exon, and Senator Larry Pressler. Testimony and prepared statements are included from the following witnesses: (1) Kimberly K. Obbink, director of Distance Learning and Instructional Telecommunications at Montana State University; (2) Janet K. Lewis, Ph.D., Dean of Continuing Education, University of South Dakota; (3) Henry Marockie, Ph.D., West Virginia State Superintendent of Schools; (4) Jessica Lambert, Distance Learning Student, Mount View High School, Welch, West Virginia; (5) Patrick Portway, founder and executive director, U.S. Distance Learning Association; (6) Linda G. Roberts, Ph.D., director, Office of Educational Technology, U.S. Department of Education; (7) Kenneth C. Elliott, assistant professor of psychology, Division of Social and Behavioral Sciences, University of Maine at Augusta; (8) Shelly Weinstein, president and CEO, National Education Telecommunications Organization; (9) Pat Wright, senior vice president of Education, ETC, with Telecommunications, Inc.; (10) David W. Jupp, general manager of Network Systems, COMSAT RSI; (11) Carl E. Swearingen, president, Georgia BellSouth Telecommunications, Inc.; and (12) Sally M. Johnston, Ph.D., director, Western Cooperative for Educational Telecommunications, Western Interstate Commission for Higher Education. (SWC)

ED 400 779 IR 018 119

Cyberporn and Children: The Scope of the Problem, the State of the Technology, and the Need for Congressional Action. Hearing on S.892, a Bill To Amend Section 1464 of Title 18, United States Code, To Punish Transmission by Computer of Indecent Material to Minors, before the Committee on the Judiciary, United States Senate. One Hundred Fourth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No.—ISBN-0-16-052623-X; Senate-Hrg-104-438

Pub Date—24 Jul 95

Note—197p; Serial No. J-104-36.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Access to Information, Censorship, *Child Welfare, Computer Software, Content Analysis, *Federal Legislation, Freedom of Information, Freedom of Speech, *Government Role, Hearings, *Internet, Law Enforcement, Obscenity, Online Vendors, *Pornography, Sexual Abuse Identifiers—Congress 104th, Cyberspace

This document presents witness testimony and supplemental materials from a Congressional hearing called to address pornography in cyberspace. It features opening statements by Senator Charles E. Grassley and Senator Patrick J. Leahy; and statements by Senators Strom Thurmond, Russell D. Feingold, Orrin G. Hatch, Chairman of the Senate Committee on the Judiciary, Paul Simon, and Herbert Kohl. Testimony is included from three panels of witnesses. The first includes: Donelle Gruff; Patricia W. Shao; and Susan Tillman Elliott, M.D.; all of whom describe experiences with pornography on the Internet. The second panel includes: Barry F. Crimmins, investigative journalist; William W. Burlington, assistant general counsel and director of governmental affairs, America Online, Inc.; and Stephen Balkam, Recreational Software Advisory Council; who discuss the role of online service providers in restricting online child pornography and a content labeling system for violence, nudity/sex, and language for recreational software and other media. The third panel includes: Dee Jepsen, executive director, Enough is Enough Campaign; Michael S. Hart, executive director, Project Gutenberg, and professor of electronic texts, Illinois Benedictine College; and Jerry Berman, executive director, Center for Democracy and Technology; who discuss the issues of censorship and determining which materials are appropriate or inappropriate for children. (SWC)

ED 400 780

IR 018 125

Holt, Dennis M. McAllister, Paula
Lone Star 2000: Soaring into the Future with Technology.

Pub Date—[96]

Note—26p.; Contains photographs that may not reproduce clearly.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Assisted Instruction, *Computer Uses in Education, Educational Development, *Grade 1, *Grade 2, Primary Education, *Professional Development, Public Schools, Student Teachers, *Teacher Education, Use Studies

Identifiers—IBM Corporation, University of North Florida

This paper describes a project at the Lone Star Elementary School in Jacksonville, Florida developed to jointly investigate the effects of specific computer technology and training on: (1) teaching and learning in a first and second grade classroom; (2) the professional development of directing teachers and teaching interns; and (3) the university teacher education program, the cooperation, and the public school system. The computer equipment and technology used was a combination of existing school resources and equipment loaned temporarily by IBM and the University of North Florida. Evaluation of the project was delivered by examination of the specific products created by various participants. The products are described for: teaching interns; first and second grade students; and the IBM teacher trainer. The effects of the project on instruction, learning, and professional development of teachers and interns are described, as well as its effects on the Lone Star Elementary School, the University of North Florida, and IBM. The future direction of the Lone Star 2000 Project is also noted. Sample reproductions of student projects are included. (AEF)

ED 400 781

IR 018 126

Christy, Annette

Using an Internet Service To Bring Its Resources and Educational Possibilities to Middle School Students, Staff, and Community Residents.

Pub Date—95

Note—101p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Access to Information, Computer Attitudes, Current Events, Databases, Electronic Mail, Information Literacy, *Information Retrieval, Intermediate Grades, *Internet, Junior

High Schools, Lesson Plans, Middle Schools, *Online Searching, Online Vendors, *School Libraries, Search Strategies, *Skill Development, Student Experience, Teacher Education

Identifiers—Middle School Students, Pen Pals

This practicum was designed to provide better access to current information for the students and staff in a middle school. The printed materials in the school's media center were outdated, in scarce supply, or had inadequate subject coverage. Electronic databases were available for online searching and information retrieval, but students did not know how to use them as a source for completing class assignments or how to browse within the online services to find additional information. Lesson plans and strategies were developed to train students and teachers on two online services available in the media center. Daily sessions on the databases provided students and teachers with training in e-mail usage, searching and locating information on current events, printing from the screen, saving messages, and dialing into the online services. Teachers were encouraged to continue to use the services for curriculum enrichment and as an additional source for future lesson plans. Students were much less hesitant than teachers to use the online databases. The most successful activities involved students improving their communication skills by becoming "key pals" with other schools. Teachers enthusiastically supported these activities and requested that key pal projects become a permanent part of the curriculum for service learning and responsible student citizenship. (Contains 90 references and 9 appendices of materials used in the project.) (Author/SWC)

ED 400 782

IR 018 127

Perkins, Helen L.

Electronic Imaging in Admissions, Records & Financial Aid Offices.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

Report No.—ISBN-0-92651-73-0

Pub Date—96

Note—186p.

Pub Type—Books (010) — Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Administration, Computer Storage Devices, Costs, Data Collection, *Educational Technology, Futures (of Society), Higher Education, *Information Storage, Information Systems, *Optical Data Disks, Recordkeeping, *Records Management, Registrars (School), Technological Advancement

Identifiers—*Electronic Imaging

Over the years, efforts have been made to work more efficiently with the ever increasing number of records and paper documents that cross workers' desks. Filing records on optical disk through electronic imaging is an alternative that many feel is the answer to successful document management. The pioneering efforts in electronic imaging in admissions, records, and financial aid offices have for the most part been successful and have led to affordable systems designed with more flexibility to be used with existing equipment and ultimately interfaced with other systems. Optical storage and electronic imaging is an acceptable, affordable, and effective medium for document storage, in both the short and long term. This book explains the technology of electronic imaging systems, applications in the profession, issues related to the technology, planning and implementing the technology, and the future of electronic imaging in this field. Appendices comprising more than half the document include profiles of institutions with imaging systems; system expectations; a sample cost justification; a list of institutions with imaging systems; one institution's retention and destruction policy; samples of an electronic imaging proposal, a request for information, and a request for quotation; and a list of six organizations involved in imaging. (Contains 54 references, a list of 11 suggested readings, a glossary, and an index.) (SWC)

ED 400 783

IR 018 128

Koschmann, Timothy, Ed.

CSCL: Theory and Practice of an Emerging Paradigm.

Report No.—ISBN-0-8058-1346-2

Pub Date—96

Note—353p.

Available from—Lawrence Erlbaum Associates, Inc., Publishers, 10 Industrial Ave., Mahwah, NJ 07430.

Pub Type—Books (010) — Collected Works - General (020) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computer Mediated Communication, *Cooperative Learning, Educational Research, *Educational Technology, *Educational Theories, Instructional Innovation, Learning Activities, Multimedia Materials, Nontraditional Education Identifiers—*Paradigm Shifts

This book is about a newly emerging area of research in instructional technology, Computer-Supported Collaborative Learning or CSCL. The authors of these chapters talk a great deal about the theory underlying their work. Chapters include: (1) "Paradigm Shifts and Instructional Technology: An Introduction" (Timothy Koschmann); (2) "Collaboration Within and Among Minds: Mastering Complexity, Individually and in Groups" (Paul J. Feltoch, Rand J. Spiro, Richard L. Coulson, & Joan Feltoch); (3) "Mediating Microworlds: Collaboration on High School Science Activities" (Shelley V. Goldman); (4) "Computer-Supported Problem-Based Learning: A Principled Approach to the Use of Computers in Collaborative Learning" (Timothy Koschmann, Ann C. Kelson, Paul J. Feltoch, & Howard S. Barrows); (5) "New Actors, New Connections: The Role of Local Information Infrastructures in School Reform" (Donald Morrison & Bruce Goldberg); (6) "Learning to Write: Computer Support for a Cooperative Process" (Christine M. Neuwirth & Patricia G. W. Johnson); (7) "Seeing What We Build Together: Distributed Multimedia Learning Environments for Transformative Communications" (Roy D. Pea); (8) "Cross-Classroom Collaboration: Communication and Education" (Margaret Riel); (9) "Learning by Collaborating: Convergent Conceptual Change" (Jeremy Roschelle); (10) "Computer Support for Knowledge-Building Communities" (Marlene Scardamalia & Carl Bereiter); (11) "Technological Support for Teachers Transitioning to Project-Based Science Practices" (Elliot Soloway, Joseph S. Krajcik, Phyllis Blumenfeld, & Ronald Marx); and (12) "Effects 'with' and 'of' CSCL: Tracking Learning in a New Paradigm" (Janet Kolodner & Mark Guzdial). Author and subject indexes are provided. (AEF)

ED 400 784

IR 018 130

Kinslow, John

Internet Jones: An Educator's Guide to Traveling on the Information Superhighway!

Mid-Atlantic Eisenhower Consortium for Mathematics and Science Education, Philadelphia, PA; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—[96]

Contract—R168R50012

Note—21p.

Pub Type—Creative Works (030) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Comics (Publications), *Computer Uses in Education, Educational Resources, *Educational Technology, Elementary Secondary Education, Equal Education, Information Retrieval, *Internet, Mathematics Education, Science Education, World Wide Web

Identifiers—Connectivity, Telnets

The purpose of this publication is to: (1) offer an overview of the Internet and its educational applications; (2) provide teachers and students with a guide for a hands-on experience with the Internet; (3) show how educational resources from around the world can be brought into the classroom; and (4) show how some educators have used the Internet. Dedicated to improving mathematics and science education for students everywhere, teacher Juanette Jones stands for educational equity, making learning available to all. This document tells her story in comic book form—a journey of discovering educational resources on the Information Superhighway. Also included is a description of the Internet; getting connected to the Internet; Internet operations and applications, including e-mail and news, Telnets, information retrieval applications, and the World Wide Web; and online sources for further information. Addresses are provided for the National Network of Eisenhower Mathematics and Science Regional Consortia and National Clearinghouse. (AEF)

ED 400 785

IR 018 132

Claxton, Melba S.

Infusing Technology into the Lesson Plans of Early**Childhood Preservice Teachers.**

Pub Date—15 Sep 95

Note—67p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Assignments, *Computer Software Evaluation, *Computer Uses in Education, Early Childhood Education, *Educational Technology, Higher Education, Instructional Effectiveness, *Lesson Plans, *Peer Teaching, *Preservice Teacher Education, Student Attitudes, Student Journals

This practicum was designed to acquaint seven early childhood education majors with various kinds of computer hardware and software. They were required to evaluate the software for its developmental appropriateness. Additionally, their assignment was to write a minimum of two lessons using technology in their 5-day unit plans and to teach one of those lessons to their peers in the college classroom. Log in/journal notebooks for every student were designed for them to log in at least 2 hours of lab work each week, describe the kind of work completed or attempted, and report their feelings about each lab session. Also included in the notebook were records of each student's proficiency in evaluating software, using computer hardware and peripherals, and infusing technology into unit plans. During the practicum, students went on a field trip to a primary grade school where they observed children working at computers. Practicum data reveal that all seven preservice teachers adequately evaluated the software, and all students were able to use five of the six kinds of computer hardware. After meeting the number of expected lab hours, the preservice teachers completed technology assignments required in their lesson plans. Their portfolios containing evidence of this infusion of technology have been placed in the division's central vault for the perusal of other professors in the education division who wish to make similar assignments in other courses. Appendices contain the technology survey cover letter and survey; computer software evaluation form; a check list for hardware and peripherals; log in and journal sheet; and check list for infusion of technology lesson plans. (Contains 24 references.) (Author/AEF)

ED 400 786

IR 018 133

Valovich, Diane E.

Strategic Planning for the Successful Integration of Technology in a Private School.

Pub Date—Aug 96

Note—72p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Computer Attitudes, Computer Software Evaluation, *Educational Planning, *Educational Technology, Elementary Secondary Education, Pretests Posttests, *Private Schools, Staff Development, Strategic Planning, Surveys, *Teacher Response

This practicum provides solutions to private schools interested in creating a strategic plan for the integration of technology into all areas of the school program. It includes teacher participation and involvement in developing short and long term goals, ideas for developing continuing technology training for teachers, and a process for the evaluation of software. Through the formation of three committees: Technology Planning, Staff Development, and Software Evaluation, a venue was created for teacher participation in the technology planning process. Teachers worked together in creating a vision for the future that includes integrating technology into all areas of the curriculum. As a result of this planning process, teachers began to take a greater interest in technology. Many teachers served on committees, participated in inservice training programs, and developed more positive attitudes toward using technology in their classroom. Three figures present the technology integration summary; technology planning pre-test results; and technology planning posttest results. Appendices contain: the teacher survey (September 1995); technology planning survey (June 1996); teacher planbook insert; technology planning committee survey; staff development survey; technology audit form;

CD-ROM evaluation form; software evaluation form; and sample committee journal. (Author/AEF)

ED 400 787

IR 018 134

Russell, Sandra M.

Helping Teachers To Actively Choose To Integrate Technology in the Required Language Arts Curriculum through Staff Development and Mentoring.

Pub Date—96

Note—120p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Computer Attitudes, *Computer Uses in Education, *Educational Technology, Elementary Education, *Inservice Education, *Language Arts, Lesson Plans, *Mentors, Teaching Methods, *Workshops

This practicum was developed to increase the use of instructional technology as a teaching strategy among elementary classroom teachers by implementing a series of inservice workshops and mentoring programs. Workshops designed with teacher input were developed and presented to the staff where the writer worked. Interviews were conducted individually with staff members and mentoring teachers. Instruments were developed to be utilized for noting and analyzing activities and workshop attendance. Model lessons were presented for the teachers. Guidelines were provided for use with new faculty members. Analysis of the data revealed that teachers were more willing to integrate technology into their regular language curriculum and were better prepared to use technology as a teaching strategy. The lesson plans and materials which were left at the school served as both guidelines and references. Two figures show the frequency of use and the number of teachers integrating technology. Appendices include the teacher survey; application record; face to face teacher form; agendas for workshops; workshop attendance; troubleshooting manual; and 1996 training plan. (Author/AEF)

ED 400 788

IR 018 136

School-to-Work Transition.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC-96-5027; ISSN-1065-1160

Pub Date—96

Note—37p.

Available from—ACCESS ERIC, 1600 Research Blvd., Rockville, MD 20850; tel.: 1-800-LET-ERIC (subscription free; obtain back issues from EDRS).

Journal Cit—ERIC Review; v4 n2 Spr 1996

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cooperative Programs, *Educational Change, Elementary Secondary Education, *Labor Force Development, Models, Partnerships in Education, *School Business Relationship, Teacher Role, Tech Prep

Identifiers—ERIC, *School to Work Transition Program, *School to Work Transition

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores the topic of preparing young people to make the transition from school to work. The lead article by Ray D. Ryan and Susan Imel, "School-to-Work Transition: Genuine Reform or the Latest Fad?", summarizes school-to-work initiatives and introduces issues raised by proponents and critics of this movement. Karen Cicmanec and Carol Boston discuss changes in teacher roles and student outcomes brought on by school-to-work programs in their article, "School-to-Work Transition in the K-12 Classroom." "The Tech Prep Option," based on ERIC resources and written by Bettina A. Lankard, Carolyn Prager, and Frankie Santos Laanan, describes the tech-prep model which involves school-to-work linkages between high schools and community colleges to train students in technical fields. In addition, federal initiatives to support school-to-work transition are discussed. Lists of electronic resources, selected school-to-work resource organizations, and selected readings are provided. News from the ERIC system and an action plan for building a successful school-to-work program are also

included. (AEF)

ED 400 789

IR 018 137

Smarte, Lynn And Others

ERIC Annual Report, 1996. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

ACCESS ERIC, Rockville, MD.

Spons Agency—Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Note—32p.; Covers 1995 and part of 1996. A special edition of ERIC's annual report commemorating ERIC's 30th anniversary (1966-1996). For prior report, see ED 376 794.

Pub Type—Reference Materials - Directories/Catalogs (132) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Access to Information, Annual Reports, Bibliographic Databases, Budgets, *Educational Research, *Educational Resources, *Information Centers, *Information Dissemination, Information Retrieval, *Information Services, Partnerships in Education, Publications, World Wide Web

Identifiers—ERIC, ERIC Clearinghouses, ERIC Digests, Listservs

The Educational Resources Information Center (ERIC) system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses and supporting services. ERIC is sponsored by the U.S. Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC database now contains nearly 900,000 records of education documents and journal articles, including abstracts of 6,000 published books. This annual report highlights many recent achievements in the ERIC system. ERIC is accessible from virtually anywhere in the world. In 1995, ERIC Clearinghouses distributed more than 1.5 million copies of their publications, many of them at no cost. ERIC works cooperatively to reduce duplication of effort and ensure cost-effective service. More than 625,000 copies of ERIC-produced publications were distributed by other organizations in 1995. Highlights, with illustrations, include the ERIC Database; ERIC publications; ERIC's accessibility; ERIC World Wide Web sites; ERIC Digests; ERIC Partnerships; ERIC-sponsored listservs; the ERIC budget; the ERIC system directory; and what's ahead from ERIC. (AEF)

ED 400 790

IR 018 144

Mid-South Instructional Technology Conference Proceedings (1st, Murfreesboro, Tennessee, March 31-April 2, 1996).

American Association for Higher Education, Washington, D.C.; Middle Tennessee State Univ., Murfreesboro.; Southeast Missouri State Univ., Cape Girardeau.

Pub Date—96

Note—373p.; For individual selected papers, see IR 018 145-174.

Available from—Office of Information Technology, Cope 003, Middle Tennessee State University, Murfreesboro, TN 37132; 615-898-5345; fax: 615-898-5720; e-mail: oit@mtsu.edu

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—Computer Uses in Education, Distance Education, *Educational Facilities, *Educational Technology, Elementary Secondary Education, Higher Education, Information Technology, *Instructional Development, Instructional Innovation, Library Development, Staff Development, Technological Advancement

Identifiers—*Role of Technology

Papers in this proceedings discuss and demonstrate the impact of emerging information technologies on the education process. Along with two general session papers and two poster session papers, the bulk of the document is comprised of papers offered in the five tracks of Technology and Pedagogy, Distance Learning, Library Support, Support for Faculty, and Technology-based Facilities. Papers include: Track 1: "Technology and the Three Stages of Teaching" (Pallas); "Data Acquisition Programming (LabVIEW): An Aid to Teaching Instrumental Analytical Chemistry" (Gostowski);

"Developing Interactive Instructional Materials" (Henderson, Gold); "Prototype Expert System for Climate Classification" (Harris); "Simulating Professional/Client Interaction" (Pable, App); "Making Mathematics Come Alive with Technology" (Kimmins, Bouldin); "Use of Master Classroom Technology to Implement a Case Study Approach to Learning" (Draude); "The Critical Importance of Technology Integration in the Business School Curriculum" (Wade); "Enhancing Teaching and Learning in Higher Education with a Total Multimedia Approach" (Wells, Kick); "Putting the Sizzle Back into Computer Literacy" (Gazik); "Technology in Business Communication" (Rainey); "Beginnings: Introducing Computer Technology to Students in Speech-language Pathology and Audiology" (McErlain, Squibb); "The 21st Century Teacher Will Be Ready for the 21st Century Classroom. NOT!" (Sandoval); "InHealth's Student E-Conference: To 'Lurk' or To 'Chat'? That Is the Cyberspace Question" (Schrader, Assante); and "Using Technology Resources To Teach World Theatre" (Jones, Boyd, Olson, and Duncan). Track 2: "Ethical Issues Relating to Teaching via an Interactive Two-way Television System (ITV)" (Thoms); "Faculty Development Programs in Interactive Television" (Cuffman, MacRae); and "Distance Learning: Technologies, Curriculum Development, and Teacher Education" (Wilson). Track 3: "Book It!" (Baird, Vesper); "Constructing Effective Search Strategies for Electronic Searching" (Flanagan and Parente); "The Electronic Journal on the Internet" (Kubly); and "Integrating Electronic Information Sources into the Curriculum" (Buchanan, Luck, Dulniak). Track 4: "Defining the Role of the Instructional Technologist in Higher Education" (Surrey); "An Integrated/Multidisciplinary Approach to Instructional Multimedia Development" (Henderson, Gold, Tindall); and "Supporting Faculty's Development and Use of Instructional Technology" (Brace and Roberts). Track 5: "Teaching from the Desktop" (Johnson); "Instructional Labs: Pluses and Minuses" (Junaid); "The Instructional Technology Support Center at MTSU: Integrating Technology into K-12 and University Classrooms" (Schmidt); and "Master Classrooms at Middle Tennessee State University" (Roberts, Brace, and White). A workshop paper is "How to Participate in a Slow Revolution: The AAHE Teaching, Learning, and Technology Roundtable Program" (Gilbert). Poster session papers include: "Infotech Interactive: Increasing Student Participation Using Multimedia" (Baxter); and "Rhodes College and Opera Memphis Web Project" (Gray).

ED 400 791 IR 018 145

Pallas, Abraham I.
Technology and the Three Stages of Teaching.

Pub Date—96
Note—7p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Appropriate Technology, Curriculum Evaluation, Educational Media, *Educational Objectives, Educational Planning, Educational Strategies, *Educational Technology, Elementary Secondary Education, *Instructional Design, *Instructional Effectiveness, Relevance (Education), Teacher Background, Teachers, Teaching Experience, Technological Advancement

Identifiers—*Technology Integration

The way in which teachers use technology in their instruction is often a function of their educational and technological background, their previous teaching experience, and the amount of attention the instructor pays to the goals of the course. The three stages of teaching elicit the following types of questions: (1) survival: "How can I survive the day/semester?" and "How can I cover all the material in the time allotted?"; (2) improving the basic curriculum and delivery methods: "How can I do what I am doing better?"; and (3) achieving specific results through technology use in the classroom: "What am I trying to accomplish?" Technology can be used at all levels of the cognitive and affective domains of learning, but it may not be the most effective approach. The best use of technology is determined by the curriculum and determining what needs to be accomplished. The paper discusses different interpretations of curriculum in relation to the use of technology. Faculty and administrators need to take

the time to analyze curricula, assess learning goals, and determine the best way to achieve those goals, before spending money on technology. Reasons for and against using technology in a class should both be considered. (SWC)

ED 400 792 IR 018 146

Gostowski, Rudy

Data Acquisition Programming (LabVIEW): An Aid to Teaching Instrumental Analytical Chemistry.

Pub Date—96
Note—9p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Authoring Aids (Programming), *Course Content, Electric Circuits, *Electrochemistry, *Hands on Science, Higher Education, Introductory Courses, *Measurement Techniques, *Programming Languages, Skill Development

Identifiers—Austin Peay State University TN, Course Development

A course was developed at Austin Peay State University (Tennessee) which offered an opportunity for hands-on experience with the essential components of modern analytical instruments. The course aimed to provide college students with the skills necessary to construct a simple model instrument, including the design and fabrication of electronic circuits and computer programming in a data acquisition (DAQ) language. LabVIEW was selected as the DAQ language for the course. The course covers: introductory concepts of electronic circuit design; fundamental concepts of data acquisition programming using LabVIEW; waveform generation and acquisition for electrochemistry virtual instrument (VI); and computer-controlled electrochemistry instrument VI. Assignments and recent developments in the course are noted. (AEF)

ED 400 793 IR 018 147

Henderson, Craig And Others

Developing Interactive Instructional Materials: A Model.

Pub Date—96
Note—6p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software Development, *Computer Uses in Education, *Cost Effectiveness, *Educational Cooperation, Educational Finance, Educational Media, Educational Technology, Efficiency, Higher Education, *Models, Multimedia Instruction, Multimedia Materials, Programming, *Shared Resources and Services, Student Employment

Identifiers—Barriers to Implementation, *Tennessee Technological University

Many colleges and departments at Tennessee Technological University, as well as most other major universities, are progressing toward more interactive instructional materials. The benefits of implementing instructional technology are numerous and diverse. However, because of increasingly austere budgets, a focused and cost-effective approach to implementing multimedia in the classroom is required. A methodology to develop major multimedia projects was conceived through the development of multimedia software for analyzing seismic concepts in civil engineering. The process begins with an idea from a faculty member. A team of experts is assembled who determine objectives and content of the project. Skilled student workers do most of the programming, debugging, and general labor for the project. Benefits of the model include: (1) cooperation among departments; (2) efficiency in programming, with many applications using the same basic building blocks; (3) a centralized location for specialized multimedia equipment and software and trained personnel, so that equipment purchased for one project can be used again for subsequent projects; (4) student workers who are less expensive, and whose participation is beneficial to both the students and the university; (5) a method of reviewing works in progress; and (6) communication across campus and beyond, promoting sharing of ideas and resources between departments. (Au-

thor/SWC)

ED 400 794 IR 018 148

Harris, Clay

Prototype Expert System for Climate Classification.

Pub Date—96
Note—11p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classification, *Computer Assisted Instruction, *Computer Software Development, *Expert Systems, Graphs, Higher Education, *Instructional Materials, Programming

Identifiers—*Climatology, Middle Tennessee State University, Prototypes

Many students find climate classification laborious and time-consuming, and through their lack of repetition fail to grasp the details of classification. This paper describes an expert system for climate classification that is being developed at Middle Tennessee State University. Topics include: (1) an introduction to the nature of classification, Koppen's classification system, and climographs; (2) the advantages and disadvantages of computer-based classification; (3) the rationale for using the C programming language and a DOS-based program; (4) the program design, the modules of software development, and future interface and graphics enhancements; (5) the use of the expert system in both classroom and independent instruction and the project evaluation. Three figures depict: flowcharts for Koppen classification system; a summary of climate subcategories and climate codes within the Koppen system; and a sample climograph. (AEF)

ED 400 795 IR 018 149

Pable, Jill App. Cynthia

Simulating Professional/Client Interaction: The Benefits of Computer Multimedia and Video.

Pub Date—96
Note—22p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Business Education, Computer Assisted Instruction, *Computer Simulation, Conflict Resolution, Educational Benefits, *Interactive Video, *Interpersonal Competence, Media Selection, *Multimedia Materials, Production Techniques, *Role Playing

Identifiers—Customer Satisfaction

A multimedia-style computer application is detailed that facilitates students' role playing in a simulated business situation. The incorporation of video footage lends a "face" to a theoretical client with which the student must interact to bring about the successful resolution of a potential "calamity." The process of video creation is discussed, along with the medium's benefits. Applications of the multimedia/video concept to other fields of study are considered. The video segment script and shot sheet, as well as a list of World Wide Web sites for additional multimedia/video information, are provided. (Author/AEF)

ED 400 796 IR 018 150

Kimmins, David Bouldin, Elaine

Making Mathematics Come Alive with Technology.

Pub Date—96
Note—10p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Uses in Education, *Curriculum Development, Higher Education, Mathematical Concepts, *Mathematics Education, Mathematics Instruction, Preservice Teacher Education, Problem Solving, Required Courses, Secondary Education, Skill Development, Student Empowerment

Identifiers—Course Development, Middle Tennessee State University, *Role of Technology, Technology Integration

In order to prepare prospective teachers of secondary school mathematics to effectively guide the teaching and learning process using technology, a new required course was developed at Middle Tennessee State University. Technology has been integrated into mathematics courses in which these preservice teachers are enrolled. This paper discusses the benefits of technology for mathematics education and describes developments in the mathematics curriculum at Middle Tennessee State University. Highlights include: empowering students mathematically; roles of technology in the teaching and learning of mathematics, including (1) mathematical concept and skill development, (2) mathematical problem solving, (3) mathematical reasoning, and (4) mathematical communication; and a three-pronged approach that leads prospective teachers of middle and secondary school mathematics to realize and promote the use of technology. (Contains 12 references.) (AEF)

ED 400 797 IR 018 151

Draude, Barbara J.
Use of Master Classroom Technology To Implement a Case Study Approach to Learning.

Pub Date—96

Note—11p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Active Learning, *Case Studies, *Computer Assisted Instruction, *Computer Simulation, *Cooperative Learning, *Creativity, *Critical Thinking, *Educational Benefits, *Educational Equipment, *Educational Technology, *Experiential Learning, *Group Activities, *Multimedia Materials, *Nursing Education, *Program Implementation
Identifiers—*Equipment Needs, *Interactive Systems, *Scenarios

This paper describes a case study/client scenario approach used in an advanced medical/surgical nursing course; its methods of interactive learning are facilitated by the computer technology available in a "master classroom." This approach incorporates concepts of adult learning theory and creativity and group interaction. The equipment, such as an instructor multimedia computer, student computer stations, networking capabilities and a ceiling-mounted multi-source projector, is key to the implementation of the case study/client scenario approach. Four examples are provided that demonstrate variations of the case study/client scenario approach. Benefits of technology use in a case study approach to learning are discussed, including: (1) active learning and student interaction; (2) critical thinking; (3) an extension of available clinical situations; (4) practical experience in computer use and group presentation; and (5) facilitation of group interaction. Appendices offer excerpts from case information for the four examples. (Author/AEF)

ED 400 798 IR 018 152

Wade, James S.

The Critical Importance of Technology Integration in the Business School Curriculum: How Christian Brothers University is Meeting This Challenge.

Pub Date—96

Note—30p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Education, *Computer Literacy, *Computer Uses in Education, *Curriculum Development, *Educational Facilities, *Facility Improvement, *Higher Education, *Information Technology, *Program Implementation
Identifiers—*Christian Brothers University TN, *Course Development, *Technology Integration, *Technology Plans

This paper details the importance of a successful implementation of technology into the business school curriculum and the Christian Brothers University's (CBU) (Tennessee) approach to such integration. The technology awareness of students and technology planning with regard to facilities, and curriculum are outlined. An overview of the following "infotrends" identified by Poppel and Goldstein

includes the concepts of: globalization; content; disintermediation; interoperability; and convergence. CBU's implementation of technology in accounting, economics and finance, management and marketing, and information technology management is then described. Appendices include the CBU survey on information systems; a graduation checklist of courses; and the auditing research project student handout. (AEF)

ED 400 799 IR 018 153

Wells, F. Stuart Kick, Russell C.

Enhancing Teaching and Learning in Higher Education with a Total Multimedia Approach.

Pub Date—96

Note—3p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Artificial Intelligence, *Classroom Communication, *Computer Assisted Instruction, *Computer Software Development, *Higher Education, *Instructional Development, *Instructional Materials, *Intelligent Tutoring Systems, *Multimedia Instruction, *Multimedia Materials, *Optical Data Disks, *Teacher Student Relationship
Identifiers—*Computer Based Educational Software System, *Interactive Computer Systems, *Tennessee Technological University

If multimedia technology is to be successfully employed to enhance classroom instruction and learning, the full capabilities of the technology must be used. The complete power of multimedia includes high quality graphics and images, sophisticated navigational techniques and transitional effects, appropriate music and sound, animation, and, increasingly, 3-D modeling and virtual reality. Two multimedia-based software tools to enhance MIS (Management Information Systems) and higher education in general were developed by faculty at the MIS program in the College of Business Administration at Tennessee Technological University. "The Interactive Presenter" is a multimedia classroom software program designed to provide a high level of interaction between instructor and students within the context of a multimedia presentation. "The Intelligent Tutor" is a CD-ROM supplement to a MIS course textbook which incorporates artificial intelligence with multimedia to provide students with a personal tutor and progress tracking capability, in addition to a virtual classroom environment. (Author/SWC)

ED 400 800 IR 018 154

Gazit, Carol J.

Putting the Sizzle Back into Computer Literacy.

Pub Date—96

Note—13p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Literacy, *Computer Science Education, *Computer Uses in Education, *Higher Education, *Information Technology, *Instructional Development, *Instructional Innovation, *Introductory Courses, *Learning Activities, *Skill Analysis, *Standards, *Student Motivation

In a world of continuous change directly related to information technology, it is incumbent on faculty in higher education to share tools and ideas that foster effective teaching and learning experiences for students. This paper discusses four areas which should be addressed when teaching computer literacy: (1) establish computer literacy requirements and be willing to re-evaluate them yearly; (2) determine the mix of computer skills in each introductory computer class; (3) work toward building community in each class; and (4) have a long list of practical activities to enhance class interest. Suggestions for hardware, software and other activities are provided. (AEF)

ED 400 801 IR 018 155

Rainey, Carolyn

Technology in Business Communication.

Pub Date—96

Note—12p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business Communication, *Business Education, *Computer Uses in Education, *Cooperative Learning, *Editing, *Electronic Mail, *Higher Education, *Information Technology, *Instructional Development, *Learning Activities, *Microcomputers, *Revision (Written Composition), *Writing Assignments

Identifiers—*Computerized Techniques, *Technology Integration, *Windows (Software)

Technology can be incorporated as a tool in business communication courses to help students format, revise, and enhance pieces of writing. The capabilities of the microcomputer should be introduced slowly to build competencies and confidence. This paper provides instructional tips and activities for introducing technology into assignments. Steps include: starting with the familiar; introducing editing features; integrating editing and e-mail; introducing templates/wizards; sharing assessment plans; extending job searches; introducing charts; introducing PowerPoint; and using search engines. Appendices include lecture notes; a sample quiz; a sample letter from the Teacher's Resources Manual, "Basic Business Communication"; steps for integrating Windows software and Eudora mail; and a direct request exam. (Author/AEF)

ED 400 802 IR 018 156

McErlain, Eileen Squibb, Kevin

Beginnings: Introducing Computer Technology to Students in Speech-Language Pathology and Audiology.

Pub Date—96

Note—12p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Assignments, *Audiology, *Competence, *Computer Attitudes, *Computer Literacy, *Computer Uses in Education, *Electronic Journals, *Electronic Mail, *Higher Education, *Information Sources, *Instructional Development, *Internet, *Introductory Courses, *Skill Development, *Speech Language Pathology, *Student Attitudes

Identifiers—*Competency Needs, *Listservs, *Southeast Missouri State University, *Technology Integration

In the areas of audiology and speech science, computer technology has moved to the forefront in both the clinical and laboratory settings. It is imperative that students in both speech-language pathology and audiology acquire fundamental skills with all aspects of computer technology in order to maintain professional marketability. A survey of 75 students in the department of communication disorders at Southeast Missouri State University showed that only 9% of the students who completed the questionnaire were very confident about using computer technology, while more than 35% were either somewhat or very apprehensive about it. One of the most frequently cited reasons for infrequent use of computers is lack of training. After viewing the results of the survey, basic competencies and applications in speech-language pathology course work and speech science and audiology course work were developed. Assignments included using e-mail; accessing the Internet for World Wide Web sites appropriate for the course and compiling information obtained from those sources; creating an electronic mailing list; subscribing to listservs and electronic journals; preparing class presentations using PowerPoint or a similar program; using online chat to conduct study sessions; and creating aural rehabilitative materials using online sources. Results of the project have been very positive with respect to student learning. (AEF)

ED 400 803 IR 018 157

Schrader, Stuart M. Assante, Leonard

InHealth's Student E-Conference: "To Lurk" or "To Chat"? That is the Cyberspace Question?"

Pub Date—96

Note—24p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Allied Health Occupations Education, Computer Mediated Communication, Computer Uses in Education, *Conferences, *Cooperative Learning, *Electronic Mail, *Group Discussion, Internet, Problem Solving, Program Development, Program Evaluation, Program Implementation, *Student Participation, Workshops
Identifiers—Indiana Univ Purdue Univ at Indianapolis

This paper presents the design, implementation, and evaluation of an online student-facilitated health care communication electronic conference as part of a requirement of a health care communication course taught at Indiana University-Purdue University at Indianapolis in Spring 1995. Discussion focuses on the use of Internet components in teaching an educational course, the development of this particular e-conference project, and the mechanics of operating a student-run e-conference. The educational utility of computer assisted learning is reported and suggestions for future project developments are provided. The e-conference was found to be successful as a medium for educating students through debate about the integration of online technologies and health care communications issues. Students learned to apply theories, principles, and concepts from the classroom by connecting with health care communication practitioners and scholars in an e-conference, essentially a cyberspace problem-solving workshop. This telecomputing workshop assisted students in learning about group processes, health care communication theory, and the useful interdependence of these two activities online. Appendices outline the schedule for InHealth conference assignments and the student group procedures. (Author/AEF)

ED 400 804 IR 018 158

Jones, Ted C. And Others
Using Technology Resources To Teach World Theatre.

Pub Date—96

Note—9p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Computer Uses in Education, *Drama, Electronic Mail, Higher Education, *Information Sources, *Information Technology, Instructional Innovation, Internet, Interviews, Student Projects, *Theater Arts, World Wide Web

Identifiers—Austin Peay State University TN

This paper discusses the creative use of information technologies to teach world theater in a course at Austin Peay State University (Tennessee). Compared with western theater, world theater demands a broader access to information than is generally available. The goal of the course is to compare various forms of theater using materials and human resources available only through technology. Students and faculty use e-mail, the World Wide Web, and distance learning venues to gather, research, and catalog world theater resources as well as to interview experts in specialized areas. Advantages and challenges encountered in teaching theater with new technologies are discussed. (Author/AEF)

ED 400 805 IR 018 159

Thoms, Karen Jarrett

Ethical Issues Relating to Teaching via an Interactive Two-Way Television System (ITV).

Pub Date—96

Note—11p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Administrative Policy, Class Size, Continuing Education, *Copyrights, *Distance Education, Educational Technology, *Ethics, Faculty Development, Fair Use (Copyrights), Higher Education, Instructional Innovation, *Instructional Materials, *Interactive Television, *Legal Responsibility, Programming (Broadcast), Teacher Recruitment, Teacher Student Relationship, Teaching Methods, Videotape Recordings

Identifiers—Information Age

The information age has introduced new methods of delivering educational materials to students. One

method is two-way interactive television (ITV). As more schools utilize ITV, for distance education and other educational purposes, certain administrative, legal, and ethical issues need to be addressed. This paper focuses on human and ethical issues to consider before undertaking an ITV project, including: ownership of the course, videotapes, and materials; copyright issues; uses of videotapes; data/media manipulation; reuse of videotapes; reception and transmission of signals; class size; access to library resources; displacement of teachers; program marketing; admission of students; training faculty to use ITV; faculty selection; and student access to instructor. (Author/SWC)

ED 400 806 IR 018 160

Cuffman, Darcey M. MacRae, Norma

Faculty Development Programs in Interactive Television.

Pub Date—96

Note—7p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, *Curriculum Development, *Distance Education, Educational Administration, Educational Cooperation, Educational Technology, Financial Support, Higher Education, *Instructional Effectiveness, *Interactive Television, Learning Processes, *Professional Development, *Teacher Competencies, Teacher Education, Teacher Student Relationship, Teaching Methods

Identifiers—Course Development

Traditional classroom teaching preparation does not fully prepare faculty for the special requirements of teaching interactive television courses. Faculty who teach these courses often have to update their skills in current technology, plan courses differently, and work with distance education staff to prepare and deliver courses. This paper reviews effective course planning, student learning styles, behavior modification, and teaching effectiveness in distance learning settings. A literature review indicates that faculty development programs seldom exist for interactive television, so discussion formulates a rationale for formal faculty development programs for interactive television programs. Several themes concerning faculty development for interactive television emerged from this review: (1) faculty need skills to adapt their teaching style for interactive television including instructional, personal, and collaborative skills; (2) improvement in teaching interactive television courses requires a formal process of organized training programs; (3) training is beneficial for faculty; (4) teaching and learning in interactive television ought to be a shared experience between faculty and students; (5) faculty need to be aware of how their teaching behavior influences students' learning; (6) interactive television technology is a tool to be used and not an end in itself; (7) for future faculty development efforts, faculty and administrators should answer the following questions: Do all faculty know what good teaching skills are? Can faculty change their course planning to accommodate adult learning styles? Can university administration provide and sustain sufficient support, incentives, and resources for faculty to teach interactive television programs? (Contains 13 references.) (Author/SWC)

ED 400 807 IR 018 161

Wilson, Andrew T.

Distance Learning: Technologies, Curriculum Development, and Teacher Education.

Pub Date—96

Note—9p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144. Figures may not reproduce clearly.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Computer Uses in Education, Curriculum Development, *Distance Education, *Educational Technology, *Instructional Innovation, *Instructional Materials, Interactive Video, Multimedia Instruction, Printed Materials, Teacher Education, Teaching Methods

Identifiers—*Role of Technology, Video Teleconferencing

This paper provides an overview of the numerous technological tools available to distance education teachers. It is becoming common to incorporate a variety of tools for design and implementation of distance learning programs. The distance learning environment is significantly different from that of a traditional classroom, and therefore requires considerable reflection on the part of the teacher. Since the inception of distance learning in the form of correspondence courses, print tools have been the medium of choice, including textbooks, study guides, workbooks, course syllabi, and case studies. Print tools continue to play a significant role in distance education despite the availability of numerous "high-tech" alternatives. Discussion also examines video tools, computer tools, and new interactive technologies, and their roles in distance education. New concepts in curriculum development and teacher education will improve the effectiveness of distance learning, and will lead to innovative approaches to the effective teaching of diverse student groups who will participate in distance learning. (Contains 15 references.) (Author/SWC)

ED 400 808 IR 018 162

Baird, Diane Vesper, Virginia

Book It!

Pub Date—96

Note—12p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographies, Book Reviews, *Books, Downloading, *Electronic Publishing, Electronic Text, Fiction, *Internet, Literary Genres, Nonfiction, Online Searching, Publishing Industry, Purchasing, *Search Strategies, *World Wide Web

Identifiers—FirstSearch, InfoTrac System, Longevity

On the Internet, one can not only buy books but also obtain information about publishers and vendors, book reviews, authors, and other book-related information. Even electronic texts are available for downloading or browsing online. The paper discusses World Wide Web sites for many book-related information needs, whether a person is searching for nonfiction and reference, various fiction genres, a bookseller specializing in rare books, or the newest book about the Internet itself. The paper describes InfoTrac and FirstSearch, and many of the other services available on the Internet for researching, browsing, purchasing, and downloading books. It also discusses the fact that the diverse book-related activity on the Internet contradicts the oft-heard notion that printed books might be on the verge of extinction. Also included is a typically subdivided list of 36 Web addresses: General Sites (6); Academic Book Sites (9); Book Reviews (7); Rare and OP (out-of-print) Books (3); Book Stores (2); Texts Online (5); Online Magazines and Books (3); and Book Arts (1). (Author/SWC)

ED 400 809 IR 018 163

Flanagan, Lynn Parente, Sharon Campbell

Constructing Effective Search Strategies for Electronic Searching.

Pub Date—96

Note—14p.; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Bibliographic Databases, Computer Uses in Education, Efficiency, Electronic Text, Information Needs, *Information Retrieval, Information Services, Library Automation, Library Catalogs, Online Catalogs, *Online Searching, Optical Data Disks, Problem Solving, Relevance (Information Retrieval), *Search Strategies, User Needs (Information), Users (Information)

Identifiers—*Online Search Skills, *User Training

Electronic databases have grown tremendously in both number and popularity since their development during the 1960s. Access to electronic databases in academic libraries was originally offered primarily through mediated search services by trained librarians; however, the advent of CD-ROM and end-user interfaces for online databases has shifted the emphasis from mediated to end-user

searching. Unfortunately, research studies have indicated that many end-users do not understand basic search concepts and, consequently, do not employ effective search strategies when using these databases. Learning basic database design and effective search strategies allows end-users to take the often neglected first steps to successful electronic searching. The paper is a guide to effectively searching electronic databases, and includes: a history, definition, and discussion of types of electronic databases; selecting an appropriate database in which to conduct a search; planning the search strategy, including selecting search terms and combining terms; refining the search; expanding the results; problem solving techniques; and evaluating search results to determine the effectiveness of the search. (Contains 12 references.) (Author/SWC)

ED 400 810

IR 018 164

Kubly, Kristin Hede

The Electronic Journal on the Internet.

Pub Date—96

Note—15p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, *Access to Information, Costs, Credibility, *Electronic Journals, *Electronic Publishing, Electronic Text, Higher Education, Hypermedia, Information Dissemination, Information Sources, Information Storage, *Internet, Media Selection, Primary Sources, Publishing Industry, *Scholarly Journals, Users (Information), *World Wide Web

Identifiers—Barriers to Implementation, Free text Searching, Links (Indexing), Longevity, Scholarly Communication

The rise in popularity of the Internet has had an enormous impact on scholarly communication, especially with the development of the electronic journal. There are a number of advantages to reading and publishing scholarly articles in electronic form: (1) World Wide Web publications have a simple interface, easy-to-read typefaces, and hypertext links; (2) publishing on the World Wide Web can be learned fairly quickly and makes information available to the masses; (3) increased availability of new technologies and relatively low cost of electronic distribution are valuable in the face of reduced budgets in academic libraries and universities; (4) publication and peer review is faster; (5) primary materials can be made more accessible to a broader audience; (6) electronic journals can also be printed; (7) electronic journals accommodate keyword searching; (8) they are available to many people at the same time and from remote locations; (9) they are self-indexing; and (11) there are helpful links to related articles, bulletin boards, and multimedia materials; (12) they can be customized to individual users; and (13) they use less paper and less storage space. On the other hand, issues of credibility, accessibility, and permanence of electronic journals have to be solved before electronic publication becomes widespread. Some organizations and publishers are trying to find a compromise between traditional print journals and their electronic counterparts. There will likely be a lengthy period of transition as academics begin to see the advantages of mounting their research on the Internet. (Contains 16 references.) (Author/SWC)

ED 400 811

IR 018 165

Buchanan, Lori E. And Others

Integrating Electronic Information Sources into the Curriculum.

Pub Date—96

Note—16p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Mediated Communication, Computer Uses in Education, Electronic Text, Higher Education, Indexes, Information Seeking, Information Skills, *Internet, Journal Articles, *Library Instruction, Microcomputers, *Online Systems, Optical Data Disks, Reference Materials, Research Tools, *Search Strategies, Skill Development, User Needs (Information), World Wide Web

Identifiers—Austin Peay State University TN,

Browsing, Electronic Media, Role of Technology

Integrating the use of technology-based library resources into the curriculum is necessary for students to acquire vital information-seeking skills. Learning to select and use electronic information sources found on CD-ROM, mainframe computers, and via the Internet enables students to function better in today's information society. This paper explores ways to integrate electronic information resources into course assignments and looks at how electronic sources affect the planning of library instruction and instructional content. The active learning environment created by the use of Austin Peay State University's Library Instruction and Computer Room, equipped with a video networking system and 24 PCs, is addressed. The paper discusses the experiences of students in the Heritage Writing and Speaking course, an interdisciplinary course in which students write papers and learn research skills, including the library's online catalog, InfoTrac's Expanded Academic Index, an index to periodical articles, and World Wide Web searching skills using Netscape. Ways in which students can incorporate electronic information resources into their assignments and a proposed "Pre-Scholar's Workstation" with undergraduate level resources for multiple disciplines and tools to manipulate the electronic information, are also discussed. (Author/SWC)

ED 400 812

IR 018 166

Surry, Daniel W.

Defining the Role of the Instructional Technologist in Higher Education.

Pub Date—96

Note—17p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Uses in Education, Educational Innovation, *Educational Technology, Educational Trends, *Employment Qualifications, Higher Education, *Job Analysis, Job Development, *Occupational Information, Staff Role

Identifiers—Job Announcements, Role Ambiguity

Society has changed dramatically over the last few decades and colleges and universities have begun to realize that they will only survive change by increasing their use of new technologies. In order to facilitate the increased utilization of technology, many colleges and universities have begun to hire Instructional Technologists. One problem is that the role, qualifications, and responsibilities of the Instructional Technologist are often ill-defined. This paper proposes various roles the Instructional Technologist can play in higher education and describes the typical activities and qualifications of each role. It also includes a description of ten recent Instructional Technologist position announcements from colleges around the country as well as a discussion of the key questions colleges should ask themselves before hiring an Instructional Technologist. Recommendations for developing an Instructional Technologist position description include: (1) work with faculty, staff, and administration to define the role and prepare a job announcement prior to beginning the hiring process; (2) clearly define the job description, avoiding impossibly broad responsibilities; (3) clearly define the Instructional Technologist's position within the organizational structure; and (4) emphasize the importance of interpersonal and professional skills. (Author/SWC)

ED 400 813

IR 018 167

Henderson, Craig And Others

An Integrated/Multidivisional Approach to Instructional Multimedia Development.

Pub Date—96

Note—6p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Audiovisual Centers, *Computer Centers, Desktop Publishing, Educational Finance, *Educational Media, Educational Strategies, *Educational Technology, Higher Education, Multimedia Instruction, *Multimedia Materials, Online Systems, Optical Data Disks, Projection Equipment, Visual Aids

Identifiers—Computer Integrated Instruction,

*Tennessee Technological University

This paper describes developments and uses of the Educational Technologies Center at Tennessee Technological University since its inception. The goal of the Educational Technologies Center is to generate interest and provide support for the use of technologies to support instruction. The Ed Tech Center is a separate entity from the computer center. Since the Ed Tech Center opened, there has been a large increase in the level of electronic presentation activities at the departmental level. Many departments have their own equipment, and have trained people to do desktop publishing in their offices. Results of the implementation of the Ed Tech Center include: (1) high usage of color transparencies; (2) case study videos; (3) computer controlled slide shows; (4) color scanning; (5) VHS film editing; (6) color prints; (7) color slides; and (8) support for getting other funding. The Ed Tech Center also plans to create an interactive, CD-ROM based program to test a student's skill level in certain subject areas. (Author/SWC)

ED 400 814

IR 018 168

Brace, Sylvia Bedwell Roberts, Gina

Supporting Faculty's Development and Use of Instructional Technology.

Pub Date—96

Note—6p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), Computer Attitudes, Computer Literacy, *Computer Uses in Education, Educational Innovation, *Educational Technology, *Faculty, Higher Education, Instructional Effectiveness, Motivation Techniques, *Multimedia Instruction, Recognition (Achievement), Time Management, Training

Identifiers—*Access to Computers, Computer Integrated Instruction, *Middle Tennessee State University

Instructional technology allows students to visualize complex ideas and understand abstract concepts in a manner that simply is not possible with the use of just lecture and a chalkboard. The use of instructional technology in a class and the impact that it has on students are almost wholly dependent on individual instructors. While a small percentage of faculty, early adopters of technology, will integrate technology into their courses with little prompting or assistance, most faculty will not. Mainstream faculty typically need encouragement, ready access to technology, training, and support before they take steps toward enhancing how and what they teach with the use of technology. This paper discusses the commitment to technology made by Middle Tennessee State University (MTSU), and the ways it has helped faculty to develop instructional technology and effectively incorporate it into their courses by providing: awareness; access to permanent and portable equipment; training; support; time, to integrate technology into the course content; and recognition for using instructional technology. (Author/SWC)

ED 400 815

IR 018 169

Johnson, Liz

Teaching from the Desktop.

Pub Date—96

Note—5p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Computer Uses in Education, *Distance Education, *Educational Strategies, Educational Trends, Group Instruction, Individual Instruction, Microcomputers, *Multimedia Instruction, Program Evaluation, Telecommunications

Identifiers—*Middle Tennessee State University, Synchronous Learning, *Video Teleconferencing Middle Tennessee State University (MTSU) began offering courses by Desktop Videoconferencing (DVC) in fall 1995 and continues to experiment with ways to use this new and flexible teaching tool. This paper describes the MTSU DVC system in an attempt to expose educators to this new technology and its many possibilities, and to stimulate discussion.

sion and the exchange of information on DVC as a teaching tool. The possibilities are not yet fully explored for its potential in individual as well as group instruction, for synchronous and asynchronous contact, and for its incorporation with other technologies; however, it seems to offer convenience and all the benefits of a classroom experience. (Author/SWC)

ED 400 816

IR 018 170

Junaid, Najmi

Instructional Labs: Pluses and Minuses.

Pub Date—96

Note—11p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Design, *Computer Centers, Computer Software, *Computer Uses in Education, Costs, Educational Strategies, Educational Technology, Educational Trends, Futures (of Society), *Learning Laboratories, Multimedia Instruction, Multimedia Materials, Program Evaluation, *Strategic Planning, Teacher Competencies, Technological Advancement

Identifiers—Master Classrooms

Many external factors will influence classrooms as the year 2000 approaches. This paper looks at a vision of what schools may look like in the year 2000, with classrooms where information will be accessed, processed, displayed, demonstrated, and communicated through multimedia. There will be two different types of classroom: the master classroom, a teacher-centered facility which serves as a bridge between the analog and digital world; and the computer classroom/instructional lab, a learning-centered classroom equipped with computers and the latest software and multimedia technology. The paper addresses the advantages and disadvantages of instructional labs, and teacher computer proficiency. It offers a strategic plan for an instructional lab, where new technology complements the instructional models of teachers; explores problems related to the design, costs, and procedures of an instructional lab; and enumerates specific recommendations for lab implementation. (Author/SWC)

ED 400 817

IR 018 171

Schmidt, Constance R.

The Instructional Technology Support Center at MTSU: Integrating Technology into K-12 and University Classrooms.

Pub Date—96

Note—9p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, *Computer Centers, Computers, Computer Software, *Computer Uses in Education, Curriculum Development, Educational Facilities, *Educational Technology, Elementary Secondary Education, Higher Education, *Multimedia Instruction, Multimedia Materials, *Teacher Education, Video Equipment

Identifiers—Middle Tennessee State University

The Instructional Technology Support Center (ITSC) provides training and support for the use of instructional technology by K-12 teachers and Middle Tennessee State University (MTSU) faculty. The goals of the ITSC include: training pre-service and in-service teachers in the use of instructional technology; improving MTSU teaching through expanded use of instructional technology; and developing multimedia curriculum for use in K-12 and MTSU classrooms. The ITSC consists of Media Services, Engineering and Technical Services, a multimedia development center, and three computer classrooms. Media Services houses an extensive multimedia library. Engineering and Technical Services provides audio-visual equipment and produces original videos. The multimedia classrooms are used for teaching courses in the teacher preparation program; for instructional technology training; and to provide access to computers for MTSU students and faculty. The paper summarizes ITSC history, administrative structure, facilities and services, and ITSC initiatives. (Author/SWC)

ED 400 818

IR 018 172

RIE MAR 1997

Roberts, Gina And Others

Master Classrooms at Middle Tennessee State University: Creating Pathways for Learning.

Pub Date—96

Note—7p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audiovisual Aids, Computer Networks, *Computer Uses in Education, Design Requirements, *Educational Equipment, *Educational Facilities Improvement, Educational Technology, Higher Education, Instructional Material Evaluation, Internet, Learning Processes, *Multimedia Instruction, Multimedia Materials, Teacher Education, Teaching Methods

Identifiers—*Master Classrooms, *Middle Tennessee State University

Students and faculty at Middle Tennessee State University (MTSU) are exploring new ways of teaching and learning in master classrooms. Master classrooms are specially equipped classrooms that contain a wide range of computer, media, projection, communication, and control capabilities, including connection to the campus network. Master classrooms typically contain one computer, which can be used by instructors and students for presentation development, simulations, on-line access, and multimedia. This paper contains information on the development and implementation of master classrooms. Topics include: planning for rooms; renovating and developing rooms; purchasing equipment; utilizing the rooms; campus network and Internet connections; training and supporting faculty; maintaining and upgrading equipment and software; conducting evaluations and implementing suggestions; problems with scheduling, maintenance, staffing, and too few master classrooms; and planning for the future, including "portable" master classrooms and new master classroom construction at MTSU. (Author/SWC)

ED 400 819

IR 018 173

Baxter, Anthony Q.

Infotech Interactive: Increasing Student Participation Using Multimedia.

Pub Date—96

Note—8p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996); see IR 018 144.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, *Computer Science Education, Computer Software, Computer Uses in Education, Educational Strategies, Educational Technology, Instructional Effectiveness, Internet, *Learning Modules, Motivation Techniques, *Multimedia Instruction, *Multimedia Materials, *Optical Data Disks, *Student Participation

Identifiers—Computer Integrated Instruction, Interactive Computer Systems

Multimedia techniques allow one to present information using text, video, animations, and sound. "Infotech Interactive" is a CD-ROM multimedia product developed to enhance an introductory computing concepts course. The software includes the following module topics: (1) "Mouse Basics"; (2) "Data into Information"; (3) "Applications Software"; (4) "User Interfaces"; (5) "Processors"; (6) "Secondary Storage"; (7) "Peripheral Devices"; (8) "Multimedia"; (9) "Data Representation"; (10) "Networks"; (11) "The Internet"; (12) "Querying a Database"; (13) "Client/Server"; (14) "Encryption/Decryption"; (15) "Security"; and (16) "Backing Up Data." The formats used are discussed and two topic modules are described in more depth. The greatest challenge in developing this software was to determine how to increase the level and modes of interactivity to actively engage students. This paper also discusses how the various conceptual modules provide meaningful user interactivity, and provides a summary of preliminary reviews of the software and possible improvements. (Author/SWC)

ED 400 820

IR 018 174

Gray, Patricia

Rhodes College and Opera Memphis Web Project.

Pub Date—96

Note—7p; In: Proceedings of the Mid-South Instructional Technology Conference (1st, Murfreesboro, Tennessee, March 31-April 2, 1996);

see IR 018 144.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Mediated Communication, Computer Uses in Education, *Educational Cooperation, Electronic Publishing, *Group Activities, Higher Education, Hypermedia, *Instructional Effectiveness, Multimedia Materials, Music Appreciation, Music Education, *Opera, *Student Projects, Teaching Methods, *World Wide Web

Identifiers—*Home Pages, *Rhodes College TN

The Rhodes College (Memphis, Tennessee) History of Opera class collaborated with Opera Memphis to create a documentary on regional opera production, to present online information about Opera Memphis through a World Wide Web home page, and to construct a class home page to be used as a repository for examples of creative writing. The project required students to work in teams and to publish their findings on the World Wide Web. Assignments included: interviewing a music critic, artists, and producers; performing in the production; photographing the production; and creating multimedia quizzes. Students gained experience with the production of an opera, and developed technical skills that can be applied across academic disciplines. Observations of the process determined: (1) the class worked as a team and interacted with each other in a more meaningful way than typically occurs in a lecture format class; (2) students' perceptions of opera changed positively; (3) students learned to appreciate the difficulty faced by arts organizations to achieve high quality on a limited budget; (4) students' writing was read by a worldwide audience; and (5) the class had pride of ownership in their work, because, unlike the usual research paper, their papers had a continued existence. (Author/SWC)

ED 400 821

IR 055 996

McInnis, Raymond G.

Why Library Schools Need To Change Their Curriculum.

Pub Date—[95]

Note—24p.

Pub Type—Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, Course Objectives, Cultural Literacy, Curriculum Development, *Educational Change, *Educational Philosophy, Futures (of Society), Higher Education, Inquiry, Librarians, *Library Education, Library Schools, Library Services, Literacy, *Strategic Planning

Identifiers—Communication Channels, Course Development

Strategic planning is not only concerned with achieving specific goals for the long-term future, but also breaks these goals into short-term intervals and continually assesses the results. Strategic planning can have an impact on how librarians, especially public service librarians, operate in academic settings. If strategic goals and programs are to succeed at institutions of higher education, all people working in areas which serve students must be familiar with these goals and skilled at implementing them. This paper looks at each of these issues. Highlights include: the pedagogy of higher education; the shift from "what" to "how" people learn; learning as a transformation in values; the 1960s movement to reform teaching/learning; student literacy in an academic culture; cultural literacy; communities of discourse; different formats of communication among discourse communities; the essential role of reading skills today; the teaching of writing; evidence that reading and writing are fundamental to inquiry; and assessment. An appendix proposes four library school courses. (Contains 75 references.) (AEF)

ED 400 822

IR 056 115

Hallis, Robert H., Jr.

Authoring Multimedia in an Academic Library.

Pub Date—[96]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Libraries, Authoring Aids (Programming), Computer Software, Computer Uses in Education, Higher Education, *Library Instruction, Library Services, *Multimedia Instruction, *Multimedia Materials, Resource Allocation, Technological Advancement

Identifiers—*Opportunity Costs, University of Ne-

braska Omaha

The term "multimedia" is defined as the integration of text, audio sound, static graphic images, animations, and full motion video. Multimedia encompasses a number of components and levels of sophistication, and has come to denote the cutting edge of a technology that continues to change with unprecedented speed. Gaining a proficiency in authoring multimedia resources may involve a steep learning curve and significant cost to implement the infrastructure needed to support the work. This paper discusses the elements of a multimedia presentation; the structure and procedure for authoring multimedia resources; the types of computer applications that may be used; the opportunity costs associated with the allocation of staff time and equipment for different levels of multimedia resources; and provides examples of successes and failures encountered with the use of multimedia presentations in library instruction and expert systems at the University of Nebraska at Omaha. Authoring multimedia resources can make one's job easier and can provide expanded service to the academic community. (SWC)

ED 400 823 IR 056 116

Wahab, Shaista. Boyer, Janice

Getting It Published: The Pleasures and Pitfalls of Self-Publishing.

Pub Date—[96]

Note—15p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Advertising, Authors, *Case Studies, Costs, Decision Making, *Desktop Publishing, Information Dissemination, Marketing, *Production Techniques, *Publications, Publishing Industry

Identifiers—Authorship, *Scholarly Communication, University of Nebraska Omaha

Although many methods of publishing scholarly work are available to the author, self-publishing is sometimes the most appropriate avenue to provide the work to the intended audience particularly if the scope of the material is of interest to a limited number of scholars. Topics include: copyright issues; cataloging data; factors influencing the decision to self-publish; compiling the bibliography and selecting software to compile the bibliography; selecting and working with a publisher; determining the target audience; marketing and advertising the book; and accounting procedures. These phases of the process are described for the publication of the "Arthur Paul Afghanistan Collection Bibliography, Volume 1: Pashto and Dari Titles," a title self-published by the University of Nebraska at Omaha. (Author/AEF)

ED 400 824 IR 056 117

Smith, Peggy Brooks

ARIEL.

Pub Date—17 May 96

Note—15p.; "ARIEL" is a registered trademark.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Access to Information, *Consortia, Costs, Display Systems, *Document Delivery, Facsimile Transmission, Higher Education, *Information Networks, Information Retrieval, *Information Transfer, Input Output Devices, *Internet, *Library Cooperation

Identifiers—Cost Containment

The PICKLE Consortium of independent college libraries (Nebraska) has acquired the ARIEL system of hardware and compression software designed to transfer print materials via File Transfer Protocol (FTP) over the Internet. This development follows on the heels of a 1989 fax grant which was used to cooperatively develop the libraries' journal collections and to deliver articles via telefacsimile. The aging fax machines use telephone lines, heat-transfer paper, and require a copy to be made and then discarded after transmission. ARIEL allows for a superior quality of copy at the receiving end and the speed of the Internet, resulting in lowered costs per article transmitted. The copy is scanned directly from the document to be sent, thus eliminating the costs of copying and paper. The workstation consists of a personal computer, scanner, laser printer, and the ARIEL software. The paper provides detailed ARIEL system requirements and includes a list of PICKLE consortium members, addresses, and telephone numbers. (Author/SWC)

ED 400 825

IR 056 119

Nevada Library Directory and Statistics 1996.

Nevada State Library and Archives, Carson City.

Pub Date—96

Note—124p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Libraries, Elementary Secondary Education, *Government Libraries, Grants, Higher Education, Library Funding, Library Services, *Library Statistics, Outreach Programs, Public Libraries, *School Libraries, State Programs

Identifiers—*Nevada

This document, a directory of Nevada libraries, is divided into sections for academic and special libraries, school libraries (public and private), and public libraries. Entries for individual libraries typically list key staff, postal and electronic addresses, phone and fax numbers, and hours of operation. Lists of 1996 Nevada Library Association Officers, members of State Council on Libraries & Literacy board members, and State Historical Records Advisory Board members are also included with addresses, and phone and fax numbers. The following information is included in the statistical section: the Nevada public libraries statistical summary and statistics for fiscal year 1995; bookmobile circulation; State library and archives statistics for FY 1995; state library services; federal LSCA and state aid grants in Nevada; tax supported college and university libraries' statistics for FY 1995; and public school libraries' statistics for 1995-96 school year. An index, an alphabetical list of libraries with phone and fax numbers, and a public libraries quick reference list is also provided. (AEF)

ED 400 826

IR 056 120

Nevada Libraries Continuing Education Plan 1995.

Nevada State Library and Archives, Carson City.

Pub Date—95

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, Access to Information, *Continuing Education, Graduate Study, Higher Education, Library Education, *Library Personnel, Mission Statements, Organizational Objectives, *Professional Development, Public Libraries, *State Programs, User Needs (Information)

Identifiers—*Nevada

This Continuing Education Plan was developed by the Nevada Libraries Continuing Education Advisory Committee which was created in 1987 in response to the need for library-related educational programming statewide. The document includes a mission statement; the Nevada libraries criteria for quality continuing education; and a list of goals and objectives. These goals focus on: (1) increasing competence, expanding knowledge, and reinforcing attitudes of excellence and service; (2) supporting Continuing Education (CE) opportunities which acknowledge differences among libraries in the state and developing specific programs to meet specific needs; (3) establishing CE credit programs for all library personnel and sequential basic library science curriculum for non-MLS personnel in public libraries; (4) promoting graduate-level education for Nevadans at accredited graduate library schools; (5) maximizing access to educational resources and opportunities through a Clearinghouse and Resource Center; (6) developing and implementing a full-scale CE promotional campaign utilizing every available media format; and (7) hiring a full time Library CE Coordinator to implement this plan in cooperation with individuals and institutions statewide. The program proposal form and the Report on Continuing Education Needs for the Nevada Library Community are appended. (AEF)

ED 400 827

IR 056 123

Walker, Thomas D.

Surveying the Library Landscape: The Inspection

Visits of the University of Illinois Library

School, Occasional Papers No. 206.

Illinois Univ., Urbana. Graduate School of Library and Information Science.

Report No.—ISSN-0276-1769

Pub Date—Sep 96

Note—54p.

Available from—Occasional Papers, The Publications Office, Graduate School of Library and Information Science, University of Illinois at

Urbana-Champaign, 501 E. Daniel St., Champaign, IL 61820; telephone: 217-333-1359; e-mail: puboff@alexia.lis.uiuc.edu (\$10 plus \$3 shipping and handling).

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Class Activities, Experiential Learning, *Field Experience Programs, *Field Instruction, Learning Activities, *Library Education, *Library Schools, Library Services, Program Evaluation, Program Implementation, Student Attitudes

Identifiers—*University of Illinois Urbana Champaign, Value Analysis

This paper documents the "inspection visit" program which existed at the University of Illinois library school between 1895 and 1948 whereby library school students would take extended "field trips" to nearby or even distant libraries. Topics include issues concerned with the visits themselves, their role in the library school curriculum, administration of the program, faculty participation, organizational concerns, racial concerns, student activities during and after the trips, and evaluation of the program by students. Additionally, the discussion briefly outlines the inspection visit programs of other library schools. The paper also seeks to demonstrate that the reasons for dropping the program at this particular school had little to do with the perceived value of the visits. By providing the students contact with diverse library settings and activities, the visits ensured the students a unifying perspective of the field, a movement toward acculturation or socialization into the profession. Appendices provide statistical data; guidelines for student visits; committee reports; memoranda; and a chronological list of unit visits. (Contains 49 references.) (AEF)

ED 400 828

IR 056 124

Hardy, Gayle J. Robinson, Judith Schick

Subject Guide to U.S. Government Reference

Sources, Second Edition.

Report No.—ISBN-1-56308-189-X

Pub Date—96

Note—358p.

Available from—Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633 (\$45; \$54 outside North America).

Pub Type—Reference Materials - Bibliographies (131)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Depository Libraries, Government Libraries, *Government Publications, *Information Sources, Library Collections, Library Materials, *Reference Materials, User Needs (Information)

Identifiers—*Free Materials, United States

Newly revised, this one-volume guide will help information seekers identify, locate, and use key government reference sources. This book focuses on free information and depository materials—both available through toll-free phone numbers, mail or e-mail requests to agencies, or federal depository library collections. Arranged in four subject categories (General Reference Sources, Social Sciences, Science and Technology, and Humanities), the book further subdivides under each main subject and lists titles alphabetically within the subdivisions. The annotations consider scope, gaps in coverage, background notes, companion sources, former and popular titles, typical citation formats, abbreviations, and differentiation between similar titles. In addition, the listings cite all bibliographic information, including Dewey and Library of Congress (LC) classification numbers, OCLC and LC control numbers, and serial set numbers for House and Senate documents and reports when possible. Publications described cover diverse subjects—from aging, aquaculture, and astronomy to demographics, stamp collecting and taxes. Spanning the range of government information options, the book examines many types of publications, from traditional reference books to electronic sources. Addresses are given for titles available free from agencies, along with many agency toll-free numbers, e-mail addresses, and World Wide Web URLs. (Author)

ED 400 829

IR 056 125

Hernon, Peter, Ed. And Others

Federal Information Policies in the 1990s: Views

and Perspectives.

Report No.—ISBN-1-56750-283-0

Pub Date—96

Note—340p.

Available from—Ablex Publishing Corporation, 355 Chestnut St., Norwood, NJ 07648-2090 (\$35).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—Access to Information, Archives, Depository Libraries, Electronic Text, *Federal Government, Freedom of Information, Information Dissemination, *Information Management, *Information Networks, *Information Policy, *Information Technology, Privacy, Scientific and Technical Information

Identifiers—*1990s, Clinton Administration, Cold War, Congress, Geographic Information Systems, *National Information Infrastructure

This book uses a cross-disciplinary approach to profile developments through November 1995 concerning important U.S. government information policy issues. Information policy analyses benefit from a historical perspective while seeking to identify current areas of agreement and disagreement, especially at a time when the United States is moving from traditional paper formats to electronic modes and the adoption of a national information infrastructure. Ideology, politics, and opinion must be tempered by empirical assessment and open public debate. The study of U.S. government information policy can identify options for policymakers and others attempting to better understand and address key issues. The book includes chapters on the following topics: (1) "Government Information Policy in a Time of Uncertainty and Change"; (2) "The Clinton Administration and the National Information Infrastructure (NII)"; (3) "Congress and Information Issues"; (4) "Access to the Judicial Branch"; (5) "An Executive Branch Perspective on Managing Information Resources"; (6) "Federal Information Resources Management: Integrating Information Management and Technology"; (7) "Privacy"; (8) "National Security Information Policy after the End of the Cold War"; (9) "Freedom of Information Revisited"; (10) "U.S. Scientific and Technical Information Policy"; (11) "Geographic Information Systems"; (12) "The Depository Library Program: Another Component of the Access Puzzle Shifting to Electronic Formats"; (13) "Managing Archival Records in the Electronic Age: Fundamental Challenges"; and (14) "Moving to the Networked Information Environment: New Challenges and Issues." Also contains biographical information about the contributors and author and subject indices. (Author/SWC)

ED 400 830

IR 056 126

Turrell, Linda

Library Online! A Guide to Computer Research.

Report No.—ISBN-1-56417-656-8

Pub Date—97

Note—99p.

Available from—Good Apple, 299 Jefferson Rd., P.O. Box 480, Parsippany, NJ 07054-0480.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Citations (References), Computers, Computer Uses in Education, *Educational Technology, Electronic Text, Elementary Education, Information Literacy, Internet, *Learning Activities, Online Catalogs, *Online Searching, Optical Data Disks, *Research Skills, *Research Tools, Search Strategies, *Student Research, Students, Teachers, Thinking Skills, Users (Information)

Identifiers—Computer Printouts

The world of electronic technology is opening up vast new opportunities for learning, gathering, and sharing information. This guide is for teachers and students in grades 4-8 to learn how to use electronic tools to conduct research to find information at school or around the world. The guide includes introductory pages for each topic, student activity pages, and sample information pages, such as a printout of books on the topic of cooking, printouts of book citations, and listings of Internet addresses. Topics covered include: (1) "The Basics of the Computer"; (2) "The Electronic Card Catalog"; (3) "Computerized Search Strategies"; (4) "CD-ROM Research Databases"; (5) "Reading Computer Printouts"; (6) "Citing Electronic Resources"; and (7) "Online: The Internet." (SWC)

ED 400 831

IR 056 127

Taheri, Belinda J., Ed. And Others

Directory of Electronic Resource Collections, 1996.

ACCESS ERIC, Rockville, MD.

RIE MAR 1997

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC-96-5020

Pub Date—Sep 96

Note—220p; For the 1990 edition, see ED 324 035.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Bibliographic Databases, Clearinghouses, *Information Centers, Information Dissemination, *Information Services, Internet, Microfiche, *Online Searching, Optical Data Disks, Reference Services

Identifiers—ACCESS ERIC, Current Index to Journals in Education, *ERIC, ERIC Document Reproduction Service, Resources in Education

Formerly the "Directory of ERIC Information Service Providers," this directory lists 1,029 organizations that provide individuals with access to the ERIC database and related resources. It is designed to help users quickly locate organizations that offer ERIC resources and related services within a geographically short distance, and is arranged in three sections, covering the United States, outlying territories, and foreign countries. The directory includes organizations that: (1) provide online (including Internet) or CD-ROM access to the ERIC database on a regular basis; (2) maintain sizeable collections of ERIC microfiche; and (3) subscribe to and collect ERIC publications, including "Resources in Education" (RIE), "Current Index to Journals in Education" (CIJE), the "Thesaurus of ERIC Descriptors," and/or ERIC Clearinghouse publications. Entries for each organization include street address, telephone and fax numbers, and electronic addresses; contact name; collection; equipment; audience; and services provided. Also provided are a sample directory entry, a statistical table showing the geographic distribution of ERIC Resource Collections, ERIC publication subscription information, and an alphabetical organization index. (SWC)

ED 400 832

IR 056 128

Derlin, Roberta L. Erazo, Edward

Distance Learning and the Digital Library: Transforming the Library into an Information Center.

Pub Date—[96]

Note—14p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Computer Mediated Communication, Continuing Education, Copyrights, *Distance Education, *Electronic Libraries, Fair Use (Copyrights), *Futures (of Society), Information Technology, Librarians, *Library Role, *Library Services, Online Systems, *Technological Advancement, Telecourses, World Wide Web

Identifiers—Barriers to Implementation, Interactive Computer Systems, User Preferences

This paper discusses a vision of the transformation of the library from a repository of printed material to a digital library serving as a complete information center where distant learners can obtain support for their educational aspirations. Future information centers will be distant learner-centered. Factors discussed include: (1) distance learning and educational unification; (2) the library and mastery of a shared body of knowledge; (3) public pressure for library transformation through technology; (4) the realization of public interest; (5) future challenges to library transformation, including the growth of the World Wide Web, copyright and fair use issues, electronic mail, and electronic publications; (6) the future library as an information center; and (7) the future role of librarians as information specialists. Whether or not libraries will be transformed into the digital library of the future is dependent on technology and information issues. Future librarians as information specialists must learn new technologies and skills, and keep pace with technological developments in distance learning, in order to realize the transformation of the library into the future information center and to meet the increasing demands of distant learners. (Contains 12 references.) (SWC)

ED 400 833

IR 056 148

Perkinson, Kathryn

Helping Your Child Use the Library.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-16-048867-2

Pub Date—Oct 96

Note—33p; An update of the 1989 edition, ED 306 954.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Adults, Books, *Childhood Interests, *Library Services, Literacy, *Parent Child Relationship, Parent Participation, *Parent Role, Parents as Teachers, Preadolescents, *Public Libraries, *Reading Habits, Reading Interests, School Libraries, Young Children

Identifiers—Goals 2000

Parents can awaken their children to the joy of learning by encouraging their imagination and curiosity. This booklet is one in a series of topical books written to help parents encourage children to study, learn, and stay in school. All of the books in this series tie in with the National Education Goals for the year 2000. This booklet addresses the following issues: (1) getting children interested in reading (reading aloud to children; encouraging children to read to you; starting a home library; letting them see that you enjoy reading; choosing books you both like; looking for award-winning books; and asking the librarian for help); (2) children visiting the library with parents (including children, even toddlers, in weekly trips to the library; getting children their own library card; and encouraging children to ask for help from the librarian); (3) children visiting the library alone (setting guidelines for behavior and safety); and (4) library services (for preschoolers, including infants, toddlers 18-36 months, and children 3-5 years old; school-aged children, especially ages 7-9; teenagers; and special children, the gifted and the handicapped). A postscript discusses adult services, and a list of books for more information and a list of "What We Can Do To Help Our Children Learn" are provided. (SWC)

ED 400 834

IR 056 149

Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995).

International Association of School Librarianship, Seattle, WA.

Report No.—ISSN-0257-3229

Pub Date—96

Note—190p; For selected individual papers, see IR 056 150-176 plus ED 386 173 and ED 399 939.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Access to Information, *Children's Literature, Computer Uses in Education, Conference Proceedings, Educational Technology, Elementary Secondary Education, Foreign Countries, Futures (of Society), *Information Literacy, *Information Technology, Library Role, *Literacy, Multimedia Materials, *School Libraries, Theory Practice Relationship

Identifiers—*International Association of School Librarianship, *Teacher Librarians

Themes of the 24th Annual International Association of School Librarianship conference included: "School Librarianship"; "Children's Literature"; "Technology"; and "Children's Literature, Literacy, and School Librarianship." The following presented papers are assembled in this proceedings: (1) "For Better or Worse? School Libraries in the UK: Problems and Developments" (Vida Conway); (2) "Teacher-Librarianship: Bridging the Gap Between Research and Practice" (Ken Haycock); (3) "Never Mind the Book, I've Seen the Video" (Margaret Perkins); (4) "Some Issues Concerning Access to Information by Blind and Partially Sighted Pupils" (Christopher F. Green); (5) "Sustaining the Vision: How Can We Ever Have Literacy for All?" (Judith Graham); (6) "Condensed and Enriched: Images of the Miniature and of the World of Children's Literature" (Susan Hancock); (7) "Where Are the Children in Children's Literature? Teaching Children's Literature to Undergraduates" (Elizabeth Gruegon); (8) "The Contribution of Iona and Peter Opie to Children's Literature" (Barbara J. McKinney); (9) "Freud's 'The Uncanny' in Caroline B. Cloney's 'Vampire Trilogy' (Kevin McCarron); (10) "Political Correctness or Telling it Like it Is: Selecting Books about Australia's Indigenous People for Use in Australian Schools" (Alison Gregg); (11) "Immigrants and Immigration in Israeli Children's Literature" (Moshe Yitzhaki and Nava Richter); (12) "All Alone and Lost in Cyberspace: Closing the Gap Between the Local Village and the Global Village through Teaching Namibian Children Information Skills and Technology" (Veronica

Jacobs); (13) "Dickens and Children's Literature" (Richard Pearson); (14) "Facilitating the Integration of Information Technology into the Primary Curriculum: Part of the Teacher-Librarian's Role?" (Paul Lupton); (15) "See No Evil, Hear No Evil, Interact No Evil?" (Ross J. Todd); (16) "Sustaining the Vision through Networking... (and a Few Challenges Too!)" (Lyn Hay and James Henri); (17) "Principal Support: What Does it Mean to Teacher-Librarians?" (Dianne Oberg); (18) "Literature in a Divided Community" (Anne Taylor); (19) "New Media, New Opportunities? The Developing Role of the School Library in Teaching and Learning" (Margaret Kinnell Evans); (20) "The Child, the Book, and the Internet" (Prest Hunt); (21) "Sustaining the Vision in Brant County Board of Education in Ontario, Canada" (Sandra Hughes); (22) "The Child's Voice in Children's Literature" (Deborah Thacker); (23) "Ultra-Orthodox Children's Literature in Israel: A Case Study of Sub-Cultural Children's Literature" (Moshe Yitzhaki and Snunit Shoham); (24) "Discourse after the Bomb" (Mick Burton); (25) "Children's Literature-Comparatively Reading. Thinking about the Pink Bits: A Consideration of the Influence of English Children's Literature" (Jean Webb); (26) "Cartography in Children's Literature" (Clare Ranson); (27) "D. W. Winnicott: The Creative Vision" (Nigel Hand); (28) "Teachers as Readers/Students as Readers" (Wanda F. Jones); and (29) "Managing Media Centers in Secondary Schools" (Jan F. Kruger). (SWC)

ED 400 835 IR 056 150
Conway, Vida

For Better or Worse? School Libraries in the UK: Problems and Developments.

Pub Date—96

Note—11p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Course Integrated Library Instruction, Educational Finance, Elementary Secondary Education, Foreign Countries, Government Role, Improvement, Librarian Attitudes, *Library Administration, Library Collections, *Library Education, Library Personnel, *Library Role, Problems, *School Libraries, Standards, Teacher Attitudes

Identifiers—Barriers to Implementation, England, *Teacher Librarians, *United Kingdom, Wales

This paper discusses the problems and difficulties faced by school libraries in the United Kingdom (UK), specifically England and Wales. These problems are lack of funding, lack of a central role in the curriculum, lack of a central role in the management structure, and inadequate staffing. Lack of library funding stems from overall under-funding of schools and the failure of some schools to see the essential role of the library as a curricular support. In addition, use of the library is not featured much, if at all, in training programs for teachers in the UK, and combined with inadequate library holdings, result in under-used libraries. In the UK, there is no standard qualification or initial training for a teacher-librarian; some teachers are expected to manage the school library in addition to maintaining a full teaching load. The paper also discusses significant publications that have stressed the urgency of improving school libraries and provides suggestions and guidelines for achieving those improvements; the government role in the management of schools, school libraries, and implementation of a National Curriculum; initiatives in library training through National Vocational Qualifications; and examples of recent projects and achievements for school libraries in the UK. (Contains 12 references.) (SWC)

ED 400 836 IR 056 151
Haycock, Ken

Teacher-Librarianship: Bridging the Gap between Research and Practice.

Pub Date—96

Note—8p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Elementary Secondary Ed-

ucation, Foreign Countries, Guidelines, *Librarian Teacher Cooperation, *Library Education, *Library Role, Literature Reviews, Personality, Principals, *Resource Centers, *Teacher Qualifications, Teachers, Teaching Experience, *Theory Practice Relationship

Identifiers—*Teacher Librarians

Although the research in teacher-librarianship provides evidence for decision-making in the design of appropriate education programs for teacher-librarians and effective school resource centers, the research base is not necessarily reflected in programs of education for teacher-librarians. This paper provides a definition of the terms "Teacher-Librarian" (TL) and "resource center," and surveys the literature on teacher-librarianship, focusing on (1) teaching qualifications and successful classroom experience; (2) personal characteristics and qualities; (3) educational program; and (4) practicum. Many studies indicate that TLs require prior teaching experience to be effective. Important factors affecting TL involvement in curricular issues include the principal's attitude towards the TL's role; teacher preference for TLs with previous teaching experience; the number of support staff; and degree of teacher understanding of the role of the TL and the potential of the resource center. Cooperative program planning and teaching skills are important. Teacher-librarians need to take an active part in defining and communicating their role more effectively to principals and teachers. While the TL profession has developed national and international guidelines for the education of teacher-librarians, systematic and cooperative effort for implementation and change has been lacking. Provides nine recommendations for effective teacher-librarian education. (Contains 53 references.) (SWC)

ED 400 837 IR 056 152
Perkins, Margaret

Never Mind the Book, I've Seen the Video.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Books, Children's Literature, Decoding (Reading), Elementary Education, Films, Foreign Countries, *Informal Reading Inventories, *Literacy, *Reading Comprehension, *Reading Skills, Student Attitudes, Teacher Attitudes, Television, *Videotape Recordings

Children ages 5-6 were questioned in an informal setting about their favorite stories, and all responded with titles of videos, rather than books. When asked specifically about stories in books, children's responses were more hesitant, and were often books of television programs or films. Another informal study was conducted, in which a teacher read a story aloud to children ages 9-10. Each student had a copy of the book, which contained surreal, complex illustrations. Children did not see the print and pictures as a whole text and initially disregarded the pictures. Teachers may place so much emphasis in the teaching of reading on decoding the written word that the emphasis is shifted from other ways of conveying meaning. Phonic knowledge, graphic knowledge, word recognition, grammatical knowledge, and contextual understanding are all important in helping children to become independent readers, but children can also be taught to consider the quality and depth of what they read, have read to them, or see on a video. Children should be encouraged to reflect on their literary experiences, to infer, predict, and trace connections within and between other stories, whether they be Disney videos or the highest quality children's literature. (SWC)

ED 400 838 IR 056 153
Green, Christopher F.

Some Issues Concerning Access to Information by Blind and Partially Sighted Pupils.

Pub Date—96

Note—18p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Assistive Devices (for Disabled), Audiotape Recordings, Braille, Character Recognition, *Communication Aids (for Disabled), Computers, *Electronic Publishing, Electronic Text, Foreign Countries, Full Text Databases, *Information Technology, Optical Data Disks, Optical Scanners, Printed Materials, Secondary Education, Sensory Aids, Technological Advancement, *Visual Impairments

Identifiers—Graphical User Interfaces

This paper examines problems faced by visually-impaired secondary pupils in gaining access to information in print. The ever-increasing volume of information available inundates the sighted and is largely inaccessible in print format to the visually impaired. Important issues of availability for the visually impaired include whether information is up-to-date, accurate, legible, and intelligible. The paper postulates the desirability of empowerment for personal autonomy through advocating a learner centered approach for coping with information. After considering some of the difficulties of presenting print to visually-impaired pupils, the paper examines some recent technological developments: the RNIB electronic newspaper, CD-ROM technology, and optical character recognition systems; notes some of the problems arising from graphical user interfaces; and makes some observations about study from tape. Braille has served the blind community well for over a century and a half, but its abiding utility for providing ephemeral information for visually-impaired people in the electronic information age is questionable. More effort should be put into promoting communication skills which involve keyboards and adaptations of existing communications devices rather than continuing to promote Braille as the only respectable means of information input and output for the visually impaired. (Contains 33 references.) (Author/SWC)

ED 400 839 IR 056 154
Graham, Judith

Sustaining the Vision: How Can We Ever Have Literacy for All?

Pub Date—96

Note—6p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children's Literature, Class Size, Early Childhood Education, *Educational Needs, Educational Objectives, Elementary Education, Foreign Countries, *Literacy, Parent Child Relationship, Parent Participation, Picture Books, Reading Aloud to Others, *Reading Skills, Story Telling, *Teacher Role, *Young Children

Identifiers—*Barriers to Implementation, Disruptive Behavior, *England (London), Rhyme

This paper describes the significant literary activities observed in the teaching of reading in an inner-London (England) primary school in a reception and year four class. Efforts at achieving a high level of literacy for all students are hampered by: (1) low parental literacy input and involvement in school; (2) continuous disruptive behavior from a minority of children; (3) an inconsistency across the staff in carrying through the carefully constructed language policy; (4) large class size; (5) cuts in support staff; and (6) meeting the demands of the National Curriculum. Children's early experience of story is critical to their success in literacy at school. Teachers can serve the needs of their students by reading more books and reading more often to their classes. Picture books, storytelling and rhymes are particularly captivating for children and can encourage them to become more interested in reading and increase their literacy level. (SWC)

ED 400 840 IR 056 155
Hancock, Susan

Condensed and Enriched: Images of the Miniature and of the World of Children's Literature.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attitudes, Authors, Books, Characterization, *Childrens Literature, Enrichment, *Fiction, Foreign Countries, Futures (of Society), *Imagery, *Literary Devices, Literary Genres, Metaphors, Nonprint Media, Printed Materials, Reader Text Relationship, Values
Identifiers—*Adult Child Relationship, Barrie (J M), Kipling (Rudyard)

Research into the portrayal of miniature human-like characters in the fictional narratives of art and literature suggests that profound values abound in the miniature. The paper discusses two examples of fairy miniatures, Rudyard Kipling's "Puck" and J. M. Barrie's "Tinker Bell." Little characters, whatever their provenance, can be dressed up in any disguise for those other little people—children—to digest. Many of the characters in children's narratives, like miniature characters, have metaphorical dimensions. Animals, toys, and all manner of creatures are used to create condensed and enriched images of society and the adults as well as the children who inhabit it. Children's literature encompasses all the genres of adult fiction, from fantasy to realism, from epic to fairy tale; writers of different sexes, races, and religions; and includes poetry and prose fictional narratives produced in varying media, from film, video, and cartoon, to stage, CD-ROM, and printed page. Far from being reductive, the world of children's literature is a condensation and enrichment of possible subject matter. Children's literature is important; it can shed light on the past, illuminate the future, and lay open visions of the future for discussion and debate. (Contains 21 references.) (Author/SWC)

ED 400 841 IR 056 156

Grageon, Elizabeth

Where Are the Children in Children's Literature?

Teaching Children's Literature to Undergraduates.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Childrens Literature, *Course Content, *Critical Reading, Foreign Countries, Higher Education, Ideology, *Literary Criticism, Literary Genres, Picture Books, Reader Response, *Reader Text Relationship, Student Attitudes, *Undergraduate Study

Identifiers—De Montfort University (England), Intertextuality, Metafiction

An undergraduate course in children's literature was developed at De Montfort University in Bedford, England, United Kingdom (UK). In a children's literature course for first year students from a variety of backgrounds, age groups, and future intents, it is important to consider the discourse of children's literature, to trace intertextual reference, to look for evidence of overt and covert ideology in a text, to explore the metafictional nature of picture books, and to identify different kinds of linguistic playfulness. The paper addresses constructing a module for first and second year course content, and considers whether picture books are for children. Class participants are encouraged to see picture books as particularly challenging, multilayered texts. Recognizing intertextual reference in illustrations can be the start to an exploration of the multilayered nature of texts for both child and adult readers. The paper describes one class session, and provides examples from children's books by J. R. R. Tolkien, Alan Garner, J. M. Barrie, Enid Blyton, Roald Dahl, and Maurice Sendak, among others. (Contains 26 references.) (SWC)

ED 400 842 IR 056 157

McKinney, Barbara J.

The Contribution of Iona and Peter Opie to Children's Literature.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authors, Books, *Childrens Literature, *Fairy Tales, Folk Culture, Intellectual Dis-

ciplines, Library Collections, *Literary History, Literature Reviews, *Nursery Rhymes, *Oral Tradition, Reference Materials, Research

Iona and Peter Opie's contribution to children's literature began with a volume on the origins of nursery rhymes. A nursery rhyme tells a brief and memorable surrealist story about people, animals, or familiar activities. Most nursery rhymes were not originally composed for children but were fragments of ballads or folk songs, remnants of ancient customs or rituals, simple songs from taverns, and jests or innuendoes. "The Oxford Dictionary of Nursery Rhymes" contains an alphabetical listing of verses, with the earliest recorded print date, variants, pictorial examples, and notes and comments for each rhyme. Iona and Peter Opie's work included compiling school children's lore and playground rhymes in "The Lore and Language of School Children," and "The People in the Playground." In the process of producing numerous other publications, the Opies compiled a collection of 20,000 titles of children's literature. Following Peter Opie's death, the Bodleian Library in Oxford (England) purchased the Opie collection, which will be microfilmed and indexed by UMI (University Microfilms International). Iona and Peter Opie used their collection and scholarship to give the world a new way of looking at children's literature. (Contains 31 references.) (Author/SWC)

ED 400 843 IR 056 158

McCarron, Kevin

Freud's "The Uncanny" in Caroline B. Cooney's "Vampire Trilogy."

Pub Date—96

Note—4p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Adolescents, Evaluation Criteria, *Fantasy, Fiction, Foreign Countries, *Literary Criticism, Reading Materials, Student Attitudes, *Student Interests

Identifiers—*Cooney (Caroline B), *Freud (Sigmund)

This paper compares three supernatural vampire novels geared for adolescents with Freud's discussion of "The Uncanny." Freud's 1919 essay is probably the most important early essay to influence Gothic criticism. To evaluate the adolescent vampire novels, adults must view the books as if they were peer texts, on behalf of a child, and with an eye to discussing them with other adults. They need to understand a book's appeal on its own terms and understand how an individual book and the entire genre appeals to children. The paper assesses each of the three vampire novels by Caroline B. Cooney, drawing on Freud's essay. In the three novels, the teenagers' wishes come true, and then the consequence, the Freudian "double," asserts its dominance. In this way the books gratify and indulge adolescent narcissism, and yet also lead the teenager forward, stressing the importance of adopting the role of a responsible adult. It is possible that it is this which is the real horror to the teenage readers of these novels. (Contains 16 endnotes.) (Author/SWC)

ED 400 844 IR 056 159

Gregg, Alison

Political Correctness or Telling It Like It Is: Selecting Books about Australia's Indigenous People for Use in Australian Schools.

Pub Date—96

Note—7p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Education, *Australian Literature, *Cultural Background, *Culturally Relevant Education, Elementary Secondary Education, Foreign Countries, *Indigenous Populations, *Instructional Material Evaluation, *Media Selection, Political Correctness, Stereotypes

Identifiers—Australia

In 1992, the Australian government decided that all children in Australian schools should have access to an Aboriginal Studies program. New courses

were designed to bring about greater community understanding of Aboriginal heritage and history, culture and values, but before the courses could be implemented, schools had to be given access to books and other resources of sufficient accuracy, quality, and relevance to underpin the program. This paper discusses the criteria for selection and the innovative resource evaluation process undertaken by the Aboriginal Studies Project team in Western Australia. Stereotypes were confronted, addressed, and reverted in the selection of resources: (1) Australian Aboriginal communities are not all the same; (2) Australian Aboriginal cultures are not primitive; (3) dreaming stories, based on Aboriginal spiritual heritage, are not the same as fairy stories in other cultures; and (4) Aboriginal stories are not like folk tales—not everyone has the right to tell them. Each resource had to demonstrate an understanding of Aboriginal culture and values; eschew derogatory words and phrases that may have been tolerated in colonial times but are unacceptable today; and had to recognize the diversity of Aboriginal cultures and languages in different parts of the country. Reaching consensus on the questions of negative images of Aboriginal people or lifestyles; acceptable standards for language use; and insistence on Aboriginal authorship proved more problematic than other considerations. (Contains 15 references.) (Author/SWC)

ED 400 845 IR 056 160

Yitzhaki, Moshe Richter, Nava

Immigrants and Immigration in Israeli Children's Literature.

Pub Date—96

Note—7p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Childrens Literature, *Content Analysis, Foreign Countries, *Immigrants, *Immigration, *Literature Reviews, *Social Attitudes, Social Discrimination, Social History, Stereotypes, Surveys

Identifiers—*Israel

Millions of people have immigrated to Israel throughout the 1900s and before. Immigration waves are considered the most important social, political, and economical turning points in the history of Israel. This study analyzes the content of Israeli children's books dealing with immigrants and immigration to determine the image of immigrants and immigration, the realism of the image, and the attitudes of children's book authors toward this subject. More than 30 Hebrew children's books with immigrant problems as the central theme were analyzed. Approximately one-half the books were published during the 1980s, more than one-third (n=11) in the 1990s and 16% (n=5) in the 1970s. Three books described purely positive, idealistic attitudes on the part of the settled population. The study concluded that: (1) the children described in the books immigrated to Israel from different countries around the world; (2) the negative attitude toward immigrants characterized almost all periods of immigration to Israel; (3) ambivalent feelings toward immigrants; (4) all books included the message that negative attitudes toward immigrants stem from biases and prejudice, and are wrong; and (5) immigrants who remained steadfast and struggled against the environment and conditions finally overcame the obstacles and were successfully absorbed into the new country. (Contains 21 references.) (Author/SWC)

ED 400 846 IR 056 161

Jacobs, Veronica

All Alone and Lost in Cyberspace: Closing the Gap between the Local Village and the Global Village through Teaching Namibian Children Information Skills and Technology.

Pub Date—96

Note—9p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Developing Nations, Elementary Education, Foreign Countries, Futures (of Society), *Information Lit-

eracy, Information Technology, *Learning Modules, *School Libraries, Teacher Attitudes, Technological Advancement, *User Needs (Information)

Identifiers—Barriers to Implementation, *Namibia, Teacher Librarians

As most of the world progresses towards the twenty-first century, a large sector of the Namibian community struggles with coping with the twentieth century. This paper discusses the vision of educators concerned with school libraries in Namibia to educate the youth of the country to feel at home in a global information society. It is envisaged that these children will act as guides and will take their parents and teachers with them into the "hi-tech" world of the twenty-first century. A new syllabus, the Basic Information Science Syllabus (BIS), was created to enable teachers that do not have adequate information services to teach basic information skills adapted to their own unique situation. The BIS utilizes people and the environment in addition to "traditional" information resources, and all 15 modules make it possible for students to create their own information. An additional module, "The World of Information," addresses the nature of information, where to find information in any circumstances at any time, and uses of information. The paper provides examples of information skills projects and innovations in Namibia. Constraints influencing the success of the teaching module include negative teacher and educator attitudes towards information and the reality and the difficulties of implementing all modules all over the country. Some possible solutions to alleviate the constraints are proposed. An appendix shows the learning aims, basic competencies, and suggestions for the "World of Information" module. (Author/SWC)

ED 400 847

IR 056 162

Pearson, Richard

Dickens and Children's Literature.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Characterization, *Childhood Attitudes, *Children's Literature, *Emotional Response, Family Problems, *Family Relationship, Family Role, Fiction, Foreign Countries, Memory Identifiers—*Dickens (Charles), *Identity Formation

This paper compares and contrasts two articles in which Dickens constructs an adult identity through his childhood reading. "A Christmas Tree" (1850) and "Nurse's Stories" (1860), with one in which Dickens constructs the identity of a child in his work for children, "A Child's History of England" (1851-53). Infused into all of these works is Dickens' memory of his own childhood reading, and his reconstruction of childhood as a tension between innocent wonderment and disturbing fears. The darker side of the mind can only be held in check by the retention of childlike innocence. The family unit is, for Dickens, the facilitator of this preservation. But the family is also the source of the darker thoughts of the individual. Dickens' philosophy is a complex and ambiguous one. If the family can be the inspirer of wonder and the preserver of innocence, so it can also be the introducer of terror and fear to the child's mind. Dickens' childhood world is not a simple one. And he as father, teacher, and author continued to recreate his own childhood fantasies and fears in the minds of his readership. (Author/SWC)

ED 400 848

IR 056 163

Lupton, Paul

Facilitating the Integration of Information Technology into the Primary Curriculum: Part of the Teacher-Librarian's Role?

Pub Date—96

Note—10p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, Educational Cooperation, Educational Technology, Ele-

mentary Education, Foreign Countries, *Information Technology, *Integrated Activities, *Librarian Teacher Cooperation, *Library Role, Professional Development, School Libraries, *Teacher Attitudes

Identifiers—*Teacher Librarians

This paper examines information technology and learning; the role of the teacher-librarian and resource services in relation to the technologies; and the perceptions primary school teachers have of teacher-librarians in the integration of information technology into classroom programs, with an emphasis on the factors that facilitate the integration. A study of teachers (n=167) in 25 primary schools surveyed teacher perceptions of the teacher-librarian's role in the integration of information into large primary schools. Distribution of users, access to information technology, the place of the teacher-librarian, and ways the teacher-librarian was or could assist with the integration of technology in the classroom were all examined. Information technology has expanded the role of the teacher-librarian considerably, necessitating the assessment of human resources for school library information services in addition to the material resource concerns. Teacher-librarians must continue to work with teachers and administrators to keep school library resource services an integral aspect of the learning environment. In addition, teacher-librarians and their employers must continue their professional development to enable them to provide leadership for curriculum implementation which addresses the challenge of information technology. (Contains 12 references.) (Author/SWC)

ED 400 849

IR 056 164

Todd, Ross J.

See No Evil, Hear No Evil, Interact No Evil?

Pub Date—96

Note—10p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Computer Software Evaluation, Computer Uses in Education, Foreign Countries, Information Literacy, *Information Retrieval, *Multimedia Materials, *Online Searching, Optical Data Disks, Secondary Education, *Student Attitudes, Student Surveys, *User Satisfaction (Information) Identifiers—Australia (Sydney), Marist Sisters College (Australia)

This paper presents findings of an exploratory study undertaken at Marist Sisters' College in Woolwich, Sydney (Australia) to examine student use of multimedia software packages. Students (n=70) in years 7-12 were randomly selected to complete an evaluation of a popular multimedia package, "Encarta," on the following factors: ease of use, navigation, cognitive load, mapping, screen design, knowledge space complexity, information presentation, media integration, and overall functionality. Findings included: (1) 46% of students commented on the limited quantity of information; (2) 12% of students expressed difficulty managing the search process; (3) 65% of students felt that the electronic information search was easier and more efficient than a traditional print search; and (4) 11% indicated that the task was more fun, interesting and exciting than when using print sources. The major disadvantage of using electronic over print resources was identified as the lack of depth and complexity of information in the search package. Another major disadvantage, not related to the Encarta program, was computer system downtime. The study discusses the implications of these findings for essential effective information literacy instruction in electronic information environments, as well as curriculum directions for schools. (Contains 11 references.) (SWC)

ED 400 850

IR 056 165

Hay, Lyn Henri, James

Sustaining the Vision through Networking...and a Few Challenges Too!

Pub Date—96

Note—8p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Evaluative (142) —

Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, *Computer Networks, Elementary Secondary Education, Financial Support, Foreign Countries, *Information Services, *Information Technology, Internet, Library Services, Problems

Identifiers—*Networking, Teacher Librarians

Networking has always been regarded by librarians as an essential tool to facilitate the timely provision of information. Teacher librarians have often been vocal supporters of networking in theory, but in practice networking has been rather a failure. The first part of this paper provides a historical overview of the rationale for networking and the reasons for its lack of effectiveness. The second part of the paper provides an analysis of the way that Information Technology (IT) can change the network landscape. It is argued that IT has the potential to solve many of the problems associated with traditional network models and is, therefore, able to sustain the vision of access without ownership. The new challenges of funding, contributing to the information pool, a shared vision for library and information services, and the exponential growth of information in the electronic information environment are discussed. Existing and potential applications of the Internet at the local, national, and international levels are also noted. (Contains 10 references.) (Author/AEF)

ED 400 851

IR 056 166

Oberg, Dianne

Principal Support: What Does It Mean to Teacher-Librarians?

Pub Date—96

Note—7p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Role, Elementary Secondary Education, Foreign Countries, Instructional Leadership, Library Development, Library Role, *Principals, Professional Development, School Administration, *School Libraries Identifiers—Alberta, *Teacher Librarians

This study examines the meaning of the concept of "principal support" from the point of view of seven teacher-librarians in two Alberta (Canada) school districts. It also explores the different ways in which these teacher-librarians went about increasing principal support for the school library program and for their role as teacher-librarians. The findings have been derived from the analysis of data collected for two studies involving aspects of teacher-librarian practice. The teacher-librarians indicated that the principal shows support for the program in three ways: (1) by working directly with teachers to develop their understanding of the program; (2) by clearly demonstrating personal commitment to the program; and (3) by using the management role of the school leader to enable the program. By working with the teachers, the principal makes it clear that teachers are expected to be involved in the school library program, both during the hiring process and on an ongoing basis. The principal encourages teachers' professional development in relation to the school library program by providing in-service and by providing time for the program in staff meetings. In his or her management and administrative role in the school, the principal supports the program by ensuring the provision of adequate budgeting for materials and for clerical help. Principal support for the teacher-librarian is also shown by providing teacher-librarians with an element of visibility and importance. (AEF)

ED 400 852

IR 056 167

Taylor, Anne

Literature in a Divided Community.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Literature, *Fiction, Foreign Countries, *Novels, Political Attitudes, Problems, Religious Conflict, *Social Attitudes, *Social Problems

Identifiers—*Ireland, *Irish Literature

For many years, Northern Ireland has been living under the shadow of civil strife. These years have produced relatively little literature, either adult or juvenile, which deals directly with the so-called "troubles." Literature can play an important role guiding against prejudicial attitudes and in educating individuals about society as a whole. This paper discusses novels for adults and adolescents that deal with the IRA (Irish Republican Army), antagonism between Protestant and Catholic communities, and other related political and social problems. Two writers are featured as having captured the essence of life in Northern Ireland, John Lingard and Martin Waddell (who also uses the name Catherine Sef-ton). A bibliography of their works is included. (AEF)

ED 400 853

IR 056 168

Hunt, Peter

The Child, the Book, and the Internet.

Pub Date—96

Note—6p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change, Childhood Interests, *Children's Literature, Foreign Countries, Futures (of Society), *Internet, Library Role, Periodicals, Problems, *Reading Habits, Reading Interests, Technological Advancement

This paper focuses on book-centered and "non-book" children and the role of the Internet in changing literature and children's reading habits. Highlights include diversity in children's books; differing magazine readership across the continents; the concept of narrative; the problem of book-centered children becoming outsiders in a more technology-oriented environment; the "classics" and literary standards; changes brought about by computers; and the evolution of a new female-dominated "intermedia" era. It is suggested that the role of the library may either become that of the archive or that of the interstices of the net, the facilitator, the traffic police. (AEF)

ED 400 854

IR 056 169

Hughes, Sandra

Sustaining the Vision in Brant County Board of Education in Ontario, Canada.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Planning, *Curriculum Development, Educational Change, Educational Development, Elementary Secondary Education, Foreign Countries, *Integrated Activities, *Library Development, Program Development, Program Implementation, School Libraries, Teacher Role

Identifiers—*Brant County Board of Education ON, Teacher Librarians

The Ontario Ministry of Education directive, Partners in Education, describes the purpose and the process for integrating the library resource center program with the school curriculum. It also provides implementation direction in the form of role descriptions for the teacher, teacher-librarian, principal, and board/system support staff. In this paper, a Coordinator of Media Services for the Brant County Board of Education discusses the development of a series of 11 documents designed to assist in achieving full implementation and continuance of the Partners in Action vision. "The Partners in Action...Growth Profile" defined the stages of development from entry to refined levels for the teacher and the teacher-librarian and defined the refined level for the principal. The involvement of senior administration, support staff, teachers, teacher-librarians, and principals in the collaborative process of initiation, development, validation, pilot testing, workshoping and facilitating the implementation of the documents went a long way to integrating the vision within the system thinking and action. The second factor in building commitment to the vision was the integration of the implementation initiative

with the system curriculum approach and other system initiatives. The third key to the effective implementation was a planned approach that was flexible enough to take advantage of opportunities. A study was conducted with 10 elementary schools to review the effectiveness of the Growth Profile. (AEF)

ED 400 855

IR 056 170

Thacker, Deborah

The Child's Voice in Children's Literature.

Pub Date—96

Note—11p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Childhood Needs, *Children's Literature, Interviews, Literary Criticism, Literary Genres, *Reader Text Relationship, Semiotics

Identifiers—*Literary Theory, *Text Characteristics

The existence of children's literature as a genre has, to a large extent, depended on its function as a force of social manipulation, rather than on any concern with literary value. The need to consider children's literature in the light of developments in literary theory that emphasize the importance of the semiotics of the text, and in particular, the way in which language controls the reader's response, can bring to light the processes in the literature of childhood that form the adult reader. However, while the children's literature specialist is investigating the workings of the text from a viewpoint that embraces developments in literary theory, the theorist almost completely ignores the texts of childhood. This study aims to propose methods which allow children's voices to be heard in a nondirected, open way. This research is shaped by seven case studies framed by three main areas of context. The first is an investigation of modern literary theory and its relationship to the books of childhood. The second is the context within which the texts are delivered to children. The third is the notion of reading history. Each case study is underpinned by the individual child's reading history, derived from interviews with parents, children and teachers. While looking for a way to give children a voice in the adult dominated world of children's fiction, this researcher found it to be in the nature of the text itself. (Contains 23 references.) (AEF)

ED 400 856

IR 056 171

Yitzhaki, Mashe Shoham, Snunit

Ultra-Orthodox Children's Literature in Israel: A Case Study of Sub-Cultural Children's Literature.

Pub Date—96

Note—6p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authors, *Children's Literature, Content Analysis, Foreign Countries, *Literary Genres, *Religious Cultural Groups, Social Attitudes, Trend Analysis

Identifiers—*Israelis, *Orthodox Jews, Theme (Literary)

Scholars of Israeli children's literature have recently noticed an interesting socio-literary phenomenon: the emergence of an entirely new branch in Israeli children's literature, namely ultra-orthodox children's literature. The books belonging to this special category are easily distinguished from "regular" Israeli children's books by their typical subject content and titles as well as by the fact that their authors and publishers belong to an extremely religious sector. However, despite the great proliferation of these books, scant attention has been paid to this special phenomenon, perhaps because it is relatively new and occurs in a population sector which is remote and isolated from the mainstream literary life in Israel. A study was conducted which had the following objectives: to assess the dimensions and growth rate of the Haredi (ultra-orthodox) Children Literature (HCL); to find its main topics and genres; and to gain knowledge concerning its authors' opinions and attitudes towards various facets of Israeli society, as well as the images they paint regarding

their own sector. More than 600 HCL books were located for which formal bibliographical details were recorded as well as in-depth content analysis for about 100 books which dealt with present life and reality. The Haredi children's literature which has proliferated recently, differs considerably from the regular Israeli children's literature regarding genre, theme, topic, content, and story-occurrence period. (Contains 27 references.) (AEF)

ED 400 857

IR 056 172

Burton, Mick

Discourse after the Bomb.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescent Literature, Cultural Differences, Discourse Analysis, Discourse Modes, Foreign Countries, *Literary Devices, Novels, *Nuclear Warfare, Semantics, Stereotypes

Identifiers—*Literary Theory

A number of texts concerning the possibility of a nuclear war and more particularly, its aftermath, have been published for adults and senior school children. This paper discusses literary theory with a focus on two texts currently used with 14-year olds: "Z for Zachariah" by Robert C. O'Brien and "Brother in the Land" by Robert Swindells. Highlights include: heteroglossia, which refers to the socially saturated nature of all utterances, or the "discourse of the other"; differences in the novels' discourses; diversity in language in the two texts; stereotyping; and the uses of persuasive and authoritative discourse. (AEF)

ED 400 858

IR 056 173

Webb, Jean

Children's Literature-Comparatively Reading.**Thinking about the Pink Bits: A Consideration of the Influence of English Children's Literature.**

Pub Date—96

Note—6p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children's Literature, *Cultural Influences, *English Literature, Foreign Countries, History, *Imperialism, *Problems, Publishing Industry, Reading Materials, Sociocultural Patterns

Identifiers—British Colonies, Historical Background

This paper examines the state of children's literature by tracing some of the side effects of nineteenth-century English children's literature. During their early histories, the British colonies, including America, were economically unable to produce their own children's books. Reading materials were imported from the home country, and, likewise, the ideological forces of imperialist England accompanied them. The dynamics of nineteenth-century capitalism compelled literary expression in America and England to take diverse directions. At the end of the twentieth century, capitalist pressures are enclosing the publishing worlds of America and England within the same whirlpool of market demand and creation. The mass culture engendered in this literary world results in the "imperialist" domination of the reading space, and therefore what is and what is not being published for the multinational market becomes a vital area of consideration. Restriction and segregation are arising from commercial reasons and are in danger of enclosing the literary experiences of children and channelling their reading into particular cultural knowledge. As with America, South African children's literature written in English reflects the ideologies of imperialist England. Not only do cultural tensions remain in the substance of the narrative, the action, characterization, and plot, but also in the ways that the narrative is constructed. In Australia, there are also problems with the mismatch between the natural narrative of the culture and the required narrative forms of the dominant literacy, which is again Eurocentric. Thus, in the twentieth century, English children's literature continues to be a radical influence. (AEF)

ED 400 859

IR 056 174

Ranson, Clare

Cartography in Children's Literature.

Pub Date—96

Note—4p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cartography, *Children's Literature, Fantasy, Fiction, Foreign Countries, Graphic Arts, *Illustrations, Locational Skills (Social Studies), *Maps, Map Skills, Visual Aids

Maps have been used as an illustrative device in children's books for a long time; however, they are an area of illustration that has been largely ignored by critics. Maps are most commonly used as front-piece illustrations in adventure and fantasy books. They have also generally been aimed at the male reader when children's books were marketed separately for boys and girls. A good map will complement the text and internal illustrations and add another visual level to the text. Children are now less skilled in cartographic recognition, due to geography being taught differently than it was in the past. Maps in children's books can be divided into three groups: (1) maps which depict a real place; (2) fantasy maps which have no basis in reality and are the creation of the author and cartographer; and (3) maps which combine both reality and fantasy—when the map shows an area that is real but has been altered to fit the plot. Maps in selected children's books are described and discussed to show how maps are a branch of illustration worthy of critical attention. (AEF)

ED 400 860

IR 056 175

Hend, Nigel

D. W. Winnicott: The Creative Vision.

Pub Date—96

Note—5p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art, Authors, *Creative Development, *Creativity, Cultural Influences, Foreign Countries, *Literature, Perception, Play, Psychiatry, Symbols (Literary)

Identifiers—*Winnicott (Donald W)

The thinking of D. W. Winnicott, pediatrician, psychoanalyst and gifted writer, provides the most effective validation of every kind of devoted labor in literature and the arts which is currently available. Winnicott is important because he has formulated a theory of development which makes creativity central and intrinsic to human nature. One of Winnicott's important statements is that the transitional object is the first manifestation of both creative play and of symbol-making. Winnicott argues not only that we must always struggle to redefine our own sense of the relationship between inner and outer, perception and apperception, but that the transitional object is the prototype of all later cultural activities. The general statement that can be made is that cultural activity is not an adornment to be added to life—it is what life is about. (AEF)

ED 400 861

IR 056 176

Jones, Wanda F.

Teachers as Readers/Students as Readers.

Pub Date—96

Note—6p; In: Sustaining the Vision. Selected Papers from the Annual Conference of the International Association of School Librarianship (24th, Worcester, England, July 17-21, 1995); see IR 056 149.

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication (Thought Transfer), Elementary Secondary Education, Fiction, *Grants, *Group Discussion, Librarians, Lifelong Learning, *Program Development, Reading Habits, *Reading Interests, Reading Materials, *Recreational Reading, Role Models, Strategic Planning, *Student Interests, Student Motivation, Teacher Role

The teacher and the librarian are key role models

for students establishing reading habits. This paper describes various grant application projects developed in the Little Rock Public School District (Arkansas) to promote reading for pleasure by students and teachers. Discussion includes: student evaluation; developing a communication network of professionals with which to discuss fiction books; collection development; focusing on teachers who read and encourage students to become lifelong readers; a staff development class; book discussions which helped in the selection of books for the grant purchase; a grant application for multicultural materials; and challenges to implementation. In evaluating the need to continue book discussion groups with teacher and library media specialists and students throughout the school district, it was examined whether the book discussion group: (1) increased the number of books people read for pleasure; (2) encouraged book discussions; (3) encouraged the selection of quality fiction; (4) encouraged people to suggest titles to others; (5) encouraged people to suggest an author's works with reasons for the suggestion; (6) increased reading for understanding; (7) increased class participation for reading assignments; (8) enhanced vocabulary; (9) increased class participation for reading assignments; (10) increased empathy for characters; (11) built communication in the discussion groups; and (12) lead to lifelong learning. Four years of field testing book discussion groups for students and/or educators experiences illustrate that the groups enhance the love of reading and lifelong learning. (AEF)

JC

ED 400 862

JC 960 186

Clagett, Craig A.

Correlates of Success in the Community College: Using Research To Inform Campus Retention Efforts. AIR 1996 Annual Forum Paper.

Pub Date—6 May 96

Note—31p; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 1996).

Pub Type—Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, Advisory Committees, Classification, College Transfer Students, Community Colleges, *Outcomes of Education, Program Improvement, *Research Utilization, *School Holding Power, *Student Characteristics, Two Year Colleges

Identifiers—AIR Forum, *Prince Georges Community College MD

In response to low graduation and transfer rates among degree-seeking students, Prince George's Community College (PGCC), in Maryland, established a campus-wide retention committee to develop recommendations to improve student achievement. A significant source of information for the committee was a longitudinal student tracking system and a student outcomes typology developed by PGCC's Office of Institutional Research. The typology classifies students as achievers if they receive an award and transfer, transfer only, receive an award only, or have sophomore status in good standing. It further classifies students as persisters if they have fewer than 30 credits earned but are still enrolled, as non-achievers if they are no longer enrolled, and as special motive students if they have short-term and non-degree goals. Using the typology, outcomes as of spring 1994 were determined for 2,386 students who entered PGCC in fall 1990, revealing that nearly 15% (n=351) had earned an award or transferred to a 4-year public college in Maryland, another 13% had achieved sophomore status, and 65% were classified as non-achievers. Based on findings from the analysis, the retention committee developed recommendations related to improving developmental student success, providing support for mathematics instruction, improving departmental retention programs, expanding early intervention initiatives, providing financial support to part-time students, and improving orientation. Contains 17 references. Data tables are appended. (TGI)

ED 400 863

JC 960 552

Ehrhart, Donna J. Boyd, Charley

The Written Text and Human Dialogue: Pedagogical Responses to the Age of Hypertext Media.

Pub Date—26 May 96

Note—11p; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communications, Community Colleges, Computer Mediated Communication, *Educational Technology, Electronic Mail, *Faculty Development, *Hypermedia, Program Evaluation, Seminars, *Teacher Workshops, Two Year Colleges

In June 1995, New York's Genesee Community College hosted "The Written Text and Human Dialogue," a 4-week faculty development seminar for 30 professors in the humanities and technical disciplines across the United States. The seminar sought to explore the history of human communication and writing, to expand participants' knowledge of writing technology, and to establish bridges between the humanities and technology. At the beginning of the seminar, teams were formed of two faculty members from complementary fields, such as reading and biology, while participants met 5 days a week in morning discussion sessions and afternoon or evening computer lab sessions. In the first week, the history of writing was discussed, particularly the effects of the printing press on communications; in the second, electronic books and electronic pedagogy were reviewed; in the third, participants explored authoring conventions related to hypertext fiction; and in the fourth, discussions were focused on the future directions of hypertext. Participants explored the most current writing technologies, such as electronic mail, and learned how to create their own World Wide Web pages using Storyspace. In an on-site evaluation of the program, participants expressed satisfaction with seminar speakers and facilities and felt that the seminar would improve their teaching, while concerns were expressed regarding the number of computers available and the pairing of faculty in teams. (AJL)

ED 400 864

JC 960 575

Kerner, Tom Goodchild, Kent

Project S.C.O.R.E. (Students Creating Optimal Resources for Employment) Best Practices.

Springfield Technical Community Coll., MA.

Spons Agency—Office of Special Education and

Rehabilitative Services (ED), Washington, DC.

Pub Date—Jun 96

Note—40p; Materials used in a presentation to the Annual Project Directors' Meeting of the National Transitional Alliance for Youth with Disabilities (11th, Arlington, VA, June 5-7, 1996).

Pub Type—Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Guidance, Community Colleges, *Disabilities, *Educational Strategies, *Education Work Relationship, *Employment Programs, Employment Services, Faculty Development, Job Development, Outcomes of Education, Program Effectiveness, *Special Needs Students, Two Year Colleges, Vocational Education

Identifiers—Springfield Technical Community College MA

Students Creating Optimal Resources for Employment (Project SCORE) was a three-year grant implemented by Massachusetts' Springfield Technical Community College to develop a model for increasing job opportunities and enhancing the career prospects of students and graduates with disabilities. Project activities included individual academic and career student services, such as resume and cover letter writing, job search and referrals, job shadowing, career counseling, practice interviews, volunteer placements, course scheduling, and accommodations; group student services, including career exploration and job-seeking skills courses; faculty and staff services, such as assistance with the academic advisement, counseling, and job placement of students with disabilities; and employer services, including technical consultation on job accommodations, adaptive technology, the Americans with Disabilities Act, and disability etiquette and awareness. Project SCORE resulted in a significant increase of the competitive employment rate of participants, while it was determined that the most effective practices were those that were agreed upon in one-to-one meetings with students, established individualized programs and objectives, and worked individually with students to achieve those objectives.

tives. Appendixes include sample record keeping forms for counseling sessions, placement, internships, and disability accommodation services, as well as project statistics. (TGI)

ED 400 865

JC 960 579

Winch, Cheryl. And Others.

Placement Survey Report: North Hennepin Community College 1994-1995 Graduates.

North Hennepin Community Coll., Minneapolis, MN. Office of Research and Planning.

Pub Date—Jul 96

Note—191p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Associate Degrees, *College Graduates, College Transfer Students, Community Colleges, *Educational Certificates, Graduate Surveys, *Job Placement, *Outcomes of Education, *Student Characteristics, Two Year Colleges, Vocational Followup

Identifiers—North Hennepin Community College MN

Comprised primarily of data tables, this report presents findings from a survey conducted by Minnesota's North Hennepin Community College (NHCC) to determine outcomes for the 779 graduates from 1994-95. Following an introduction describing the study methodology and indicating that 672 graduates returned completed surveys, the first section presents overall findings for the graduates, including degrees awarded by type (i.e., Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), and certificates) and gender; numbers and percentages of graduates transferring and attaining employment; and graduate status by program. The next section focuses on AA graduates, presenting tables on the numbers of transfers to area colleges for students in arts and humanities, professions, science and mathematics, social science, and unknown or undecided majors. This section also presents data on the number of employed AA graduates by employer and job title. The third section focuses on AAS graduates, presenting employment status of graduates from the accounting, administrative management, architectural drafting, automotive, building inspection, business management, electronics, fire protection, fluid power, graphic design, manufacturing management, mechanical drafting and design, medical records, and radiologic programs. The fourth section presents employment outcomes for AS graduates from the law enforcement, legal assistant, medical laboratory, noninvasive cardiology, nursing, pre-business administration, and pre-engineering programs. The final section presents outcomes for graduates receiving certificates in the administrative assistant and building inspection programs. The survey instrument and a cover letter are appended. (HAA)

ED 400 866

JC 960 594

Teahen, Roberta C.

Proceedings of the Curriculum Integration Workshop (Traverse City, MI, July 15-16, 1996): A 40-Page Paper.

Northwestern Michigan Coll., Traverse City.

Spons Agency—Michigan State Dept. of Education, Lansing.

Pub Date—Jul 96

Note—43p.; *Refers to pages 7, 30, and 31. Printed on colored paper.

Pub Type—Collected Works - Proceedings (021) **EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Articulation (Education), College Role, Community Colleges, *Curriculum Development, *Educational Change, Educational Needs, Education Work Relationship, *Integrated Curriculum, *Labor Force Development, Program Proposals, State Programs, *Tech Prep, Two Year Colleges, Vocational Education, Workshops

Identifiers—Learning Communities, *School to Work Transition

Presenting summarized transcripts of sessions at the Michigan Department of Education's second Curriculum Integration Workshop held in Traverse City, Michigan from July 15-18, 1996, this proceedings describes the state's project to integrate academic curricula into vocational programs at the community college level. Following an overview of the workshop and the proceedings, background information on the curriculum integration project is presented, a warm-up exercise used at the workshop is described, and issues related to the role of com-

munity colleges in workforce development are reviewed. Reports of career preparation activities are then summarized from teams at seven Michigan colleges and common themes in the activities are described. Next, a discussion is provided of an administrator session reviewing curriculum development strategies and reports are summarized of first-year outcomes for four pilot integration projects: a curriculum development perspective from Henry Ford Community College; a student perspective from Macomb County Community College; a faculty perspective from Northwestern Community College; and an administrative perspective regarding the use of learning communities at Delta Community College. Comments and discussion from session audiences are also included. Connections are then reviewed between the state's integration project and tech prep and school-to-work initiatives and national skills standards. Next, new projects are summarized at eight colleges and continuation activities are described related to sharing information and evaluation methods. Finally, additional resources are discussed and project contacts are provided. (AJL)

ED 400 867

JC 960 606

Mendoza, Jose

Innovative Strategies To Increase Minority Higher Education Enrollment and Success.

Pub Date—Sep 96

Note—26p.; Paper presented at several conferences (see appended pages).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Access to Education, *Board of Education Policy, Change Strategies, *Community Attitudes, Educational Attitudes, Enrollment Trends, *Equal Education, Higher Education, High Schools, *Minority Groups, Outreach Programs, Parent Participation

Increasing the college enrollment and graduation of minority students will require systemic change in educational institutions. Currently, school systems are not equal in all communities and there exists a widespread lack of awareness of the importance of higher education and visible mobilizing forces in minority communities. Moreover, increasing entrance requirements and tuition costs are further limiting enrollment among minority groups. Community colleges and other institutions of higher education should use information gained from community outreach efforts to become more responsive to their communities, leading equity efforts, initiating partnerships for change, preparing educators with adequate skills, and providing technical assistance. The existing educational system presents many obstacles to increasing minority college graduation rates, including inadequate and misapplied assessment/placement methods, an acceptance in minority communities of the meager numbers of their children pursuing higher education, and reluctance to change existing policies and systems among school board members. However, dramatic steps must be taken to change the current climate. School boards should re-align policies to include local initiatives in curricula, while accountability might be refocused to center on grades, test scores, college preparation and enrollment, equitable distribution of students within academic programs, higher levels of parental involvement, and the general competitiveness of students in college and the world of work. (AJL)

ED 400 868

JC 960 628

Genz, Pat And Others

Putting It Together: Developing a Faculty Mentoring Program.

Charles County Community Coll., La Plata, Md.

Pub Date—96

Note—39p.

Pub Type—Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, Community Colleges, *Faculty Development, *Interprofessional Relationship, *Mentors, Program Descriptions, Program Development, Program Evaluation, Two Year Colleges

Identifiers—Charles County Community College MD

This three-part report describes the development and operations of the faculty mentoring program at Charles County Community College, in Maryland. First, the history and goals of the program are reviewed and the mentoring process is described, indi-

cating that faculty are offered mentors at the beginning of each semester, mentors are paid \$100 and receive two service units, and mentor partnerships may be ended at any time if either partner wishes to do so. Next, a 1996-97 report on the program is presented, providing information on the following areas: (1) mentors' and partners' responsibilities; (2) the selection and responsibilities of the mentoring coordinator; (3) areas of community college education that mentors and partners may want to work on; (4) suggested activities for partnerships; (5) the process used to select mentors and partners; (6) evaluation procedures; and (7) the role of the college's Faculty Mentoring Committee. The report also provides faculty mentor and partner agreement and mentoring partnership evaluation sample forms. Finally, the Faculty Mentoring Committee's 1996 annual report is presented, summarizing the Committee's projects and activities for the 1995-96 academic year, describing the committee and its objectives and goals, providing letters of transmittal, and presenting results from fall 1995 and spring 1996 mentoring partnership evaluations. Contains 30 references. (TGI)

ED 400 869

JC 960 629

Garavalia, Brian J. Miller, Michael T.

Administrative Perspectives on Community College Leadership.

Pub Date—96

Note—13p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Characteristics, *Administrator Qualifications, *Administration, Community Colleges, Interpersonal Competence, *Leadership Qualities, Leadership Styles, Literature Reviews, Research Needs, Two Year Colleges

Despite the importance of community college administrative positions and the recognition of their stressful nature, they have traditionally received little scholarly or professional attention. Recently, however, professional associations have been developed solely for the purpose of providing professional development opportunities to college administrators. The literature that does exist suggests that administrators have traditionally come from faculty ranks, and that since 1970, fewer administrators have come from outside the community colleges. Personal characteristics of effective administrators include responsibility, integrity, and intellectual efficiency, while professional skills are related to planning, organization, and office management. The most important ability appears to be having strong interpersonal skills. It has been suggested that college administrators must move toward more open and less inhibiting methods of reaching decisions in order to provide opportunities for faculty and others to become involved in leadership. While the literature on community college administrators contains few empirical studies addressing needs, skills, challenges, and roles, it is fairly clear that as the demographic composition of the United States changes, so too will the leadership of community colleges. Finally, there is a tremendous need to develop administrative research directly applicable to performance and to develop meaningful dialogue throughout higher education about roles and functions of different educational bodies. (Contains 17 references.) (HAA)

ED 400 870

JC 960 630

Felton, Maureen And Others

Building Connections by Opening Classroom Doors: An Interdisciplinary Internship Approach to Faculty Development.

Pub Date—May 96

Note—19p.; Materials used in a paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Curriculum Development, Educational Cooperation, Eligibility, *Faculty Development, General Education, *Grants, *Integrated Curriculum, Interdisciplinary Approach, *Internship Programs, Interprofessional Relationship, Technical Education, Two Year Colleges

Identifiers—Chemeketa Community College OR
As part of a statewide staff development grant, Chemeketa Community College, in Oregon, makes

funding available to faculty to participate in interdisciplinary internships for applied academics. Stipends of \$1,000 are available per term, while preference is given to proposals that create new course links, connect technical professional instruction with general education, and include faculty who have not recently been involved in course integration. Interdisciplinary teams receiving funding conduct observations of each other's classes, visit related business and industry sites, and collaborate to develop applied and integrated curricula and delivery methods. During the 1994-95 academic year, \$20,104 were allocated to fund the project and 30 faculty participated in internships. Benefits to participating instructors include the opportunity for applied professional renewal, increased collaboration among faculty, and the acquisition of new academic content, while students benefit by the improved links between disciplines, enriched classroom experiences, and seeing instructors engaged in continuous learning. The project also provides benefits to the college's program areas, through the improved embedding of necessary skills, the detection of curriculum gaps, and improved curriculum development, and to the college itself in that an organizational climate of continuous learning and collaboration is created and faculty are energized. A sample internship application is included. (HAA)

ED 400 871 JC 960 631

Reed, Lester W., Jr.
Contextual Learning Institute and Consortium.
Final Evaluation Report.

Oregon State Univ., Corvallis. Western Center for Community Coll. Development.

Pub Date—Oct 96

Note—127p.

Pub Type— Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Associative Learning, College School Cooperation, Higher Education, High School Students, Institutes (Training Programs), Instructional Improvement, *Outcomes of Education, Pretests Posttests, Program Effectiveness, Program Evaluation, Secondary Education, *Secondary School Teachers, *Student Attitudes, Summer Programs, *Teacher Attitudes, Teacher Education

Identifiers—*Contextual Thinking

In winter and spring 1995, the Western Center for Community College Development, in Oregon, undertook a 2-year project to develop the Contextual Learning Institute and Consortium to train teachers in contextual teaching, or instruction linked to the real life domains of students, and implement this methodology in a variety of subjects at the high school level. In the first year of the project, 33 teachers were organized into contextual teaching teams at 5 public high schools, attended a contextual teaching summer institute, and implemented the methodology at their schools. In the second year, outcomes for contextual and non-contextual students were compared. Evaluation activities for the project included analyzing student gains through pre- and post-tests and comparing outcomes for contextual and non-contextual students, surveying teachers and students regarding their attitudes toward contextual learning, and analyzing classroom observation checklists completed by participating teachers. Results indicated that teachers were generally positive toward the contextual curriculum, while students expressed mixed feelings, generally enjoying the classes but not overwhelmingly supportive of the methodology in terms of learning. Comparisons of contextual and non-contextual student outcomes after the second year were inconclusive, but they did find that contextual learning did not reduce students' academic learning. Appendixes provide a list of participating high schools, the teacher and student survey instruments, the classroom observation checklist, a description of assessment instruments, a sample project newsletter, and overheads summarizing the project. (HAA)

ED 400 872 JC 960 633

Taber, Lynn Sullivan
The Role of American Community Colleges in Building Community.

Pub Date—14 Jul 96

Note—26p.; Paper presented at the 1996 Communitarian Summit (Geneva, Switzerland, July 14, 1996).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College Role, Community Colleges, *Community Development, *Community Problems, *Community Services, Institutional Mission, *School Community Relationship, Social Problems, Sociocultural Patterns, *Two Year Colleges

The American system of higher education consists of public and private institutions, of which there are three segments: universities, four-year institutions, and two-year colleges. Further, there are three types of two-year colleges: comprehensive community colleges, offering a broad array of programs and services; junior colleges, focusing on transfer courses that apply to degree programs at four-year institutions; and vocational/technical colleges that focus on certificates or degrees or are a part of tech-prep programs. While institutional mission statements vary, the themes of meeting community needs and creating a dynamic, prosperous community appear in many two-year college missions. However, the familial, educational, and social foundations of civil society are currently in crisis, as evidenced by rising divorce rates, low reading rates of minority children, increasing amounts of television watched by school children, and increasing numbers of young people held in juvenile facilities. Specific examples of community colleges working to solve these problems and build community include a child development/child care center at New Mexico's Albuquerque Technical-Vocational Institute; a science, engineering, and mathematics academy for underrepresented students and a center for applied gerontology at Ohio's Cuyahoga Community College; a mentoring program for at-risk middle school students developed by Oregon's Chemeketa Community College; and a program to enable citizens to participate in community planning at Florida Community College at Jacksonville. (Contains 20 references.) (HAA)

ED 400 873 JC 960 634

McDowell, James L.

Increasing the Liberal Arts Content of the Professional/Technical Curriculum.

Pub Date—Oct 96

Note—20p.; Paper presented at the Annual Conference of the Association for General and Liberal Studies (Daytona Beach, FL, October 24-26, 1996).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Core Curriculum, Curriculum Design, Educational History, Educational Needs, General Education, *Liberal Arts, Postsecondary Education, *Role of Education, *Student Educational Objectives, *Technical Education, *Vocational Education

To provide students with the complete education needed for the 21st century, it is important that the liberal arts be fully integrated into professional and technical curricula. Liberal education dominated post-secondary education in the United States up until the Morrill Land-Grant College Act of 1862, which made possible the development of comprehensive state universities providing technical instruction. Subsequent changes in emphasis between liberal and technical education have followed general political events, with interest in general education following American involvement in international conflicts and technological education being emphasized during the "space race" of the 1950s. General education programs tend to serve two purposes: to enhance students' intellectual development and provide them with survey courses of various disciplines to aid in career choice. Technical or career programs, however, do not generally reciprocate by considering liberal studies a substantive part of their curricula. Impediments to integrating liberal arts into technical curricula include students' goals, which are more career-oriented than previous generations; pressures on college administrations facing financial pressures to enroll more students; and the tendency of liberal arts programs to offer too many highly specific courses fulfilling general education requirements. To maintain the relevance of general education and provide a more well-rounded educational experience for career-oriented students, the liberal arts sector and professional and technical schools must work together to develop a relevant, pared-down core of general education courses. (Contains 23 references.) (HAA)

ED 400 874 JC 960 641

Wattenbarger, James L.

The Responsibilities of an Autonomous Community College District Board of Trustees.

Pub Date—Sep 96

Note—15p.; Paper presented at the Florida State Board of Community Colleges' Annual Trustee Workshop (Orlando, FL, September 9-10, 1996).

Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *College Planning, Community Colleges, Educational Policy, *Educational Principles, *Governing Boards, Policy Formation, *Statewide Planning, *Trustees, Two Year Colleges

Identifiers—*Florida Community College System, *Trustee Role

The 28 Florida community colleges have made significant accomplishments in the areas of removing barriers to education, student outcomes, curriculum development, and financial support for students. These accomplishments have resulted from the state's Master Plan for community colleges developed from 1955 to 1957 under legislation that established the state's Community College Council. In the developing plan, the Council worked on the following four basic assumptions: education is necessary for democratic government; education is valuable for the improvement of society; education is valuable because it helps to equalize opportunity for all people; and education must be locally controlled oriented to be truly democratic and to achieve greatest success. Based on these assumptions, the colleges' development was guided by commitments to local control and policy-making, to maintain open access, to maintain student costs as low as possible, and to provide programs that students need. Since local control is emphasized in the system, it is essential that boards of trustees understand their responsibilities. The most important decision a Board will make is the selection of the chief executive officer, while it is important in the process that the Board determines institutional needs, appropriate leadership, and a reasonable budget. Other responsibilities include the supervision of planning, maintaining communication with the State Board, setting policies related to college personnel, and establishing relationships with local citizens and agencies. (HAA)

ED 400 875 JC 960 642

Lehr, Susan M.

Welfare/Workforce: Community College Application.

Pub Date—Jun 96

Note—38p.; Paper presented at "Righting the Standard: a National Conference on Education and Community," sponsored by the American Association of Women in Community Colleges and the National Institute for Leadership Development (Scottsdale, AZ, June 27-29, 1996).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Block Grants, College Programs, Community Colleges, Educational Change, *Educational Finance, *Educational Legislation, Federal State Relationship, *Government School Relationship, *Job Training, *Labor Force Development, Two Year Colleges, Vocational Education

Identifiers—*Florida

Designed to identify the effects of federal and state legislation on community colleges and, specifically, on Florida Community College at Jacksonville (FCCJ), this two-part paper provides a summary of provisions of House Resolution (HR) 1617, a bill to reform the nation's workforce and career training efforts, as well as a review of the 1996 session of the Florida State Legislature. The first part provides information on HR 1617 related to the following: (1) an overview, indicating that it would consolidate over 114 existing programs into a single block grant, allow states more flexibility, establish separate authorization for the Job Corps program, and establish separate authorization for museums and libraries; (2) the federal role in training efforts; (3) provisions for performance accountability; (4) the state role in training; (5) the identification of eligible training providers; (6) the local role in training; (7) the planned distribution of funds; and (8) the creation of an Institute of Museum and Library Services. The second part summarizes the effects of actions taken by the Florida Legislature during 1996 on FCCJ, describing general education funding, performance based budget-

ing, 1996-97 appropriations, summer 1996 legislative studies, and substantive bills that passed during the session. The Workforce Florida Act of 1996, tables showing economic and educational trends in Florida, a description of welfare reform in Florida, and a list of important characteristics of community college leaders are appended. (TGI)

ED 400 876

JC 960 643

Mohammadi, Aghajan

Master Plan Update, 1996-1998.

Patrick Henry Community Coll., Martinsville, VA. Office of Institutional Planning, Research, and Evaluation.

Pub Date—96

Note—60p.; For the 1993-98 Master Plan, see ED 375 874.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Characteristics, Community Colleges, *Institutional Characteristics, Institutional Mission, *Long Range Planning, *Master Plans, Mission Statements, *Organizational Objectives, *School Demography, Student Characteristics, Two Year Colleges

Identifiers—*Patrick Henry Community College VA

Providing an update to the 1993-98 Master Plan developed by Virginia's Patrick Henry Community College (PHCC), this long-range planning document is designed to reflect changes in the college's mission and strategic goals and guide planning decisions for the period from 1996 to 1998. Section 1 provides a history of PHCC; a description of the local community; population trends for Martinsville and the surrounding counties of Patrick, Henry, and Franklin, which comprise PHCC's service area; the racial, gender, and age composition of the service area; employment trends in the area; per capita median family income for the area; a description of current social problems; and trends in educational attainment in the service area. Section 2 presents enrollment data, including annualized full-time equivalent (FTE) enrollments; headcount and FTE full- and part-time enrollment; enrollment by gender, ethnicity, and program; headcount enrollment by day and evening status and by age group; financial aid awards; and sources and uses of funds. Section 3 describes the planning process at PHCC, the process used to develop goal statements, and the college's mission statement. This section also presents the college's long-range goals with respect to curriculum and instruction; student development; college and community partnerships; accessibility; human resources; facilities; organization, leadership, and administrative processes; finance; and technology. Throughout the report, tables and figures provide demographic, enrollment, and financial data. (HAA)

ED 400 877

JC 960 644

Mohammadi, Aghajan

Institutional Fact Book.

Patrick Henry Community Coll., Martinsville, VA. Office of Institutional Planning, Research, and Evaluation.

Pub Date—Aug 96

Note—46p.; For the college's 1993-98 Master Plan, see ED 375 874; for a 1996 update to the Master Plan, see JC 960 643.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, *Educational Finance, *Enrollment, Enrollment Trends, Expenditures, Financial Support, *Grades (Scholastic), Grants, *Institutional Characteristics, Productivity, *School Demography, *Student Characteristics, Two Year Colleges

Identifiers—*Patrick Henry Community College VA

Comprised primarily of data tables, this fact book provides a detailed and historical view of Virginia's Patrick Henry Community College (PHCC), focusing on enrollment and graduation outcomes, grade distribution, program productivity, and fiscal efficiency. Following a brief preface, the following tables are presented: (1) an overview of PHCC personnel as of May 1996 and enrollments as of fall 1995; (2) fall headcount enrollment at all 23 Virginia community colleges, 1991-95; (3) PHCC unduplicated headcount enrollment by student-declared curriculum, 1990-95; (4) graduates by curriculum, ethnicity, and gender, 1992-95; (5) grade distribution of graduates by curriculum,

1992-95; (6) headcount by county residence for fall 1990 and fall 1995; (7) characteristics of 4,349 students who took the Asset Test from January 1991 through November 1995; (8) academic performance of in-state, first-time freshmen by residence, 1992-95; (9) productivity (i.e., full-time equivalent (FTE) faculty generated in relation to FTE faculty utilized) by curriculum, 1992-95; (10) productivity by curriculum by campus, 1992-95; (11) revenues and expenditures, 1991-95; (12) revenue versus expenditure per FTE, 1991-95; (13) foundation assets by category, 1990-95; (14) scholarships and loans awarded by the PHCC foundation, 1992-95; (15) annual contributions to the Foundation, 1983-95; (16) grants received, 1992-95; (17) space by building, fall 1995; and (18) weekly station use hours for classrooms and labs in Virginia community colleges, 1994. (HAA)

ED 400 878

JC 960 645

Mohammadi, Aghajan And Others

Perceived Academic and Social Gains: Quality Efforts by Students. A Student Retention Perspective.

Patrick Henry Community Coll., Martinsville, VA. Office of Institutional Planning, Research, and Evaluation.

Pub Date—Aug 96

Note—85p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Colleges, Educational Environment, *Participant Satisfaction, School Holding Power, *Student Attitudes, *Student Characteristics, *Student Educational Objectives, Student Motivation, Two Year Colleges, *Two Year College Students

Identifiers—*Patrick Henry Community College VA

As part of an effort to determine causes for student attrition, Virginia's Patrick Henry Community College (PHCC) conducted a study of 327 students in credit English courses in fall 1993. Students were administered a modified version of the Community College Student Experiences Questionnaire, which included 16 additional questions developed by college faculty, administrators, and staff. The questionnaire focused on the effort made by students in their education and sought information related to student characteristics, courses taken, motivations for attending PHCC, the extent that they utilized academic and social services, impressions of the college, and the progress that they felt they had made toward goals. Study findings, based on 259 completed surveys, included the following: (1) 41% of respondents were 19 or younger, 62% were female, and 82% were white; (2) 80% were working at least part-time; (3) 60% cited preparing for transfer as their most important reason for attending PHCC; (4) 21% indicated that they had made "very much" improvement writing clearly and effectively; (5) when asked if they would attend PHCC if they were starting college again, 77% responded "yes" and 17% "maybe"; and (6) students quality of effort was determined to be highest for course learning, receiving a mean score of 25, and writing, receiving a mean of 22. The survey instrument and 28 tables of responses are appended. (HAA)

ED 400 879

JC 960 646

Community College Outcomes. Indicator of the Month.

National Center for Education Statistics (ED), Washington, DC.

Pub Date—Sep 96

Contract—NCES-96-920

Note—4p.; Extracted from "The Condition of Education, 1996."

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Associate Degrees, Bachelors Degrees, College Transfer Students, Community Colleges, Institutional Mission, *Outcomes of Education, *Socioeconomic Status, *Two Year Colleges, *Two Year College Students

Approximately 45% of first-time undergraduates in the United States attend public two-year colleges. These institutions serve many purposes, providing vocational training, offering an inexpensive method of completing lower division requirements before transferring to a four-year institution, and meeting avocational interests. According to United States

Department of Education statistics, 37% of students who began their postsecondary education at a public community college in 1989-90 completed a degree at some institution by 1994, while 22% completed a certificate or associate degree at their original college. Moreover, 19% of these students transferred to a public four-year institution and 3% transferred to a private four-year institution, while 38% of these transfers had first completed an associate degree. By 1994, 26% of those who had transferred to four-year institutions had completed a bachelor's degree and 47% were still enrolled. Finally, for this group the higher a student's socioeconomic status (SES), the more likely that student was to transfer to a four-year institution, with 35% of high SES, 21% of middle SES, and 7% of low SES students transferring. (Author/AJL)

ED 400 880

JC 960 647

Lau, Ron

Applying the Principles of the Assessment Center in the Selection Process of Senior Administrators in Education.

Compton Community Coll. District, CA.

Pub Date—6 Nov 96

Note—24p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Qualifications, *Administrator Selection, *Assessment Centers (Personnel), Employment Interviews, *Evaluation Methods, Job Analysis, *Job Skills, Postsecondary Education, Simulation, Situational Tests

While senior administrators in all educational institutions have highly complex positions and are very expensive to train and replace, human resources departments have always been challenged to find competent administrators that fit well into the organization. Four main variables in the selection process are: the organization's self-awareness of their own policies and climate, the evaluation of the limited data on the applicant, the applicant's evaluation of the organization, and the applicant's self-assessment and presentation. One approach to selecting administrators is the assessment center method, in which multiple individuals observe candidates in varying situations and evaluate their behaviors. The assessment center method is time consuming, complex, people intensive, and expensive, but the results are more thorough and lead to more informed selections. In setting up an assessment process, the determining factor is a job analysis, highlighting typical duties and responsibilities, while specific skill dimensions for the position should also be developed. Tools for evaluating candidates include interviews, tests, observations of candidates in real-life managerial situations, group discussions, oral presentations, analyses of case studies, fact finding exercises, interview simulations, business or computer games, decision making scenarios, scheduling exercises, or mock staff meetings. While the assessment method may be too impractical for most colleges, principles or exercises from the method can be integrated into existing selection processes to make them more reflective of individual institutional needs. (HAA)

ED 400 881

JC 960 648

Palmer, James C., Ed. Katsinas, Stephen G., Ed. Graduate and Continuing Education for Community College Leaders: What It Means Today. New Directions for Community Colleges, Number 95.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9892-3; ISSN-0194-3081

Pub Date—96

Contract—R193002003

Note—110p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 (single copies: \$20; subscription: \$53 individuals, \$89 institutions, agencies, and libraries plus shipping; quantity discounts).

Journal Cit—New Directions for Community Colleges; v24 n3 Fall 1996

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Administrator Role, *Community Colleges, Continuing Education, Graduate Study, Instructional Leadership, *Leadership Qualities,

*Leadership Training, *Postsecondary Education as a Field of Study, Professional Development, *Teacher Role, Two Year Colleges

Focusing on the field of community college education as an academic specialty in graduate and continuing education programs, the 10 essays in this volume explore the role of these programs in training community college leaders. The following articles are provided: (1) "Legacy of the Post-WWII Growth Years for Community College Leadership Programs," by Raymond J. Young; (2) "Preparing Leaders for Diverse Institutional Settings," by Stephen G. Katsinas; (3) "Educating Future Community College Leaders as Skilled Writers: Focusing the Debate," by George B. Vaughan and Barbara Scott; (4) "The Door That Never Closes: Continuing Education Needs of Community College Leaders," by Joseph N. Hankin; (5) "The Role of Professional Associations in Developing Academic and Administrative Leaders," by Berta Vigil Ladin; (6) "The Role of the Professoriate in Influencing Future Community College Leadership," by Barbara K. Townsend; (7) "Diversity, Discourse, and Democracy: Needed Attributes in the Next Generation of Community College Leadership Programs," by Barbara G. Gibson-Benninger, James L. Ratcliff, and Robert A. Rhoads; (8) "Professors as Leaders within the Community College Movement," by George A. Baker, III; (9) "The Transactional Relationship between University Professors and Community College Leaders," by James C. Palmer; and (10) "Sources and Information: Graduate and Continuing Education for Community College Leaders," by James C. Palmer and Stephen G. Katsinas. Individual articles contain references. (AJL)

ED 400 882 JC 960 650

New York State Transfer and Articulation Association Standards and Guidelines Manual.

New York State Transfer and Articulation Association, Kennesaw.

Pub Date—Mar 96

Note—49p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), *College Transfer Students, Community Colleges, *Educational Strategies, Professional Development, Program Improvement, State Standards, *Student Personnel Services, *Transfer Programs, Two Year Colleges

Identifiers—New York

Addressing policies and concerns related to transfer and articulation, this manual provides guidelines developed by the New York State Transfer and Articulation Association to assist college personnel in serving transfer students. An introduction describes the purpose, goals, and objectives of the Association; identifies the intended audience; and provides suggestions for promoting transfer. The second section focuses on articulation agreements, including the objectives of such agreements and the responsibilities of a college's articulation contact person, while the third reviews activities for engaging in proactive advocacy of transfer. The fourth section provides strategies for reducing barriers to transfer, while the fifth provides key recruitment strategies. The next three sections discuss techniques for facilitating the admissions process for transfer students; strategies for effective academic advising, including the responsibilities of advisors, transfer students, and institutions; and suggestions for facilitating course credit evaluation, including the use of computer-based articulation systems. The ninth section discusses methods for ensuring an accessible and efficient registration process, while the tenth reviews methods for improving access to high-demand programs, such as maintaining high registration caps. The next four sections provide model activities and services to help enhance transfer students' college experience, strategies for ensuring effective student referrals, and procedures for disseminating information to transfer students. The fourteenth section reviews methods for effectively sharing information between schools, while the fifteenth highlights methods for ensuring access to financial assistance and scholarships. The final sections review the importance of professional development for transfer personnel and guidelines for professional and ethical conduct. (HAA)

ED 400 883 JC 960 651

Yoshitomi, Joan Hale, Earl
Washington Community and Technical Colleges
Academic Year Report, 1995-96.

Washington State Board for Community and Technical Colleges, Olympia.

Pub Date—Oct 96

Note—116p.; For the 1995 fall enrollment and staffing report, see ED 396 784.

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annual Reports, College Faculty, Community Colleges, Courses, Educational Facilities, *Educational Finance, *Enrollment, *Expenditures, Full Time Students, *Institutional Characteristics, Outcomes of Education, *Student Characteristics, Technical Education, Technical Institutes, Two Year Colleges, Two Year College Students, Vocational Education

Designed to answer the most frequently asked questions about Washington Community and Technical College (WCTC), this report provides information about students, courses, faculty, staff, expenditures, and facilities for the 1995-96 academic year and includes historical data where available. Following a brief history of the WCTC system, the six sections of the report examine courses offered; enrollments and student demographics, including full-time equivalents (FTEs) by funding source and by college; student outcomes and progress related to degrees and transfers; community college personnel; facilities; and expenditures. Highlighted findings include the following: (1) 425,007 students were enrolled in 1995-96; (2) 23% of the student population were students of color, compared to approximately 16% in the state population; (3) 57% of the student population was female; (4) one third (n=41,781) of all FTEs received need-based financial aid; (5) 47% of all state and contract FTEs were generated by students enrolled for workforce training, with 38% enrolled in preparation for transfer to four-year institutions; (6) 12,155 students were enrolled under a workforce training trust fund; (7) 10,036 state supported, full-time equivalent faculty, classified, administrative, and other professional staff were employed in the WCTC; and (8) system expenditures totaled \$471 million in a combination of state funds plus tuition collections. Information on student tuition and fees, a list of statistical publications, and definitions of terms are appended. (AJL)

ED 400 884 JC 960 652

Salzman, James A.

Measuring the Consistency of the Attitudes and Practices of College Composition Instructors.

Pub Date—2 Oct 96

Note—20p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Measures, *Error of Measurement, *Freshman Composition, Higher Education, *Teacher Attitudes, Teacher Characteristics, Teaching Methods, *Teaching Styles, *Test Validity

Unlike many instruments used to measure the attitudes and practices of college composition teachers, the Survey of Attitudes and Practices of Teachers of Freshman Composition (SAPTEFC) is based on a generalized theory of teaching at the college level, classifying instruction into three groups: didactic, heuristic, and philetic. In composition instruction, the didactic approach involves direct instruction in grammar and mechanics, with students reading and imitating professional models; the heuristic approach involves indirectly stimulating intellectual growth in students, by providing students with problems to work out on their own; and the philetic approach involves indirectly supporting the natural development of writing skills through free writing. To determine the consistency between expressed attitudes as reported by the SAPTEFC and self-reported practices of composition instructors and to determine whether experienced instructors were more consistent in practices than inexperienced instructors, a study was conducted at Ohio's Ursuline College in 1996. The SAPTEFC was administered to 303 instructors of first-year composition at 14 community colleges, four-year colleges, and universities in Ohio. The study found that while responses to the SAPTEFC indicated that instructors favored heuristic and philetic approaches, the instructors themselves identified didactic approaches as most similar to their approach. In addition, no differences were found for instructors' level of experience. Contains 36 references. Data tables are ap-

pendent. (AJL)

ED 400 885

JC 960 653

Casto, Robert A.

Handbook for Program Developers of Associate of Applied Science and Business Degrees at Lima Technical College.

Lima Technical Coll., OH.

Pub Date—96

Note—61p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Associate Degrees, Board of Education Policy, Business Education, Community Colleges, *Curriculum Development, Program Costs, Program Design, *Program Development, Program Proposals, Proposal Writing, Science Programs, Technology, Two Year Colleges

Identifiers—Ohio Board of Regents

Intended as a resource for program developers, this handbook illustrates the process of developing program proposals for the associate of applied science and business (AASB) degrees at Lima Technical College (LTC), in Ohio. Following an introduction, section 1 discusses the potential reasons for the addition of a program to the LTC curriculum. Section 2 provides Ohio Board of Regents check sheets for gaining approval of two-year AASB degrees and two-year programs in general. Section 3 presents an overview of 33 steps in developing an AASB program; reviews the role of advisory committees in the process; and provides discussions of the goals of curriculum development for applied technical degrees, undertaking needs assessments, and cost considerations for new programs. Section 4 reviews the completion of the proposal, including the submission of preliminary and formal proposals, and provides helpful hints for submitting the formal proposal. The final two sections contain a glossary of terms and references. Appendixes provide sample materials related to the development of an asphalt and concrete technology program, including an agenda from a planning meeting, a description of advisory committee activities, a list of program and coordinator skills and competencies, a needs survey instrument, and the Ohio Board of Regents operating manual for two-year campus programs. Contains 13 references. (TGI)

ED 400 886

JC 960 655

Adebayo, Bob

Gambling among College Students: Extent and Social Characteristics.

Alberta Vocational Coll., Lac La Biche. Office of Research and Development.

Pub Date—Jul 95

Note—71p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Behavior Patterns, Community Colleges, Foreign Countries, School Surveys, Student Attitudes, *Student Behavior, *Student Characteristics, Two Year Colleges, *Two Year College Students

Identifiers—*Alberta, *Gambling

In winter 1994, Alberta Vocational College (Canada) conducted a study to explore the extent of gambling among college students; examine the preferences, frequency, intensity, duration, and maximum wagers associated with gambling activities; identify gambling-related problems; and create awareness of the extent of gambling participation and gambling-related problems. Questionnaires were administered to all students enrolled at the college in fall 1994, receiving responses from 95% (n=521) of the student body. Questions solicited information on student characteristics, gambling activities, reasons for gambling, and the existence of conditions commonly associated with problem gambling. Study findings included the following: (1) 88% of respondents had played a game for money or spent money on gambling; (2) 59% who said they had ever gambled were female, while 41% were male; (3) 63% of those who had gambled felt that it was a form of recreation, while 48% felt that it provided a quick source of tax-free income; (4) 18% of gamblers confirmed that they had borrowed money to gamble; (5) 41% of the gamblers indicated that they tended to gamble alone, compared to 31% who gambled with friends; and (6) 268 students indicated that their gambling had created problems, with 25% citing financial setbacks, 23% stress, and 10% marital problems. Contains 23 references. Responses to open-ended questions and the survey instrument are

appended. (HAA)

ED 400 887 JC 960 656

Kerr, Helen S. Clagett, Craig A.

Zero Sum or Variable Sum: Competition or Cooperation among Higher Education Segments in the Pursuit of State Funding Support. AIR 1996 Annual Forum Paper.

Pub Date—May 96

Note—13p.; Paper presented at the Annual Forum of the Association for Institutional Research (36th, Albuquerque, NM, May 5-8, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgets, Educational Cooperation, *Educational Finance, Educational Planning, Financial Support, *Government School Relationship, Institutional Cooperation, Postsecondary Education, Public Support, *School Funds, *State Aid

Identifiers—*Maryland

During the first crisis of the early 1990s, higher education institutions in Maryland experienced a decline in public funding and were consequently forced to compete for scarce resources. By 1992, higher education appropriations as a percentage of the state general fund had fallen to 11.1%; a decrease of 2.4% in just 2 years. Some improvement had been made by fiscal year (FY) 1995: Adjusting state funding support by full-time equivalent enrollments for FY 1995, community colleges had realized significant gains in their funding level from 1990 and independent institutions had recovered their level of support. Public four-year institutions, however, still remained significantly below their 1990 levels. The 1995 state legislative session resulted in further decreases for the four-year institutions. In response to the general frustrations over funding, leaders from the three segments developed a coordinated strategy in 1996 to focus on the total general fund support rather than individual shares. The ultimate goal of the group was to increase the average general fund appropriations and increase the state's higher education investment to 14% of its general fund budget by FY 2002. While the coordinated strategy was not completely implemented, it did result in an increase in general fund support for FY 1997 by \$33 million from FY 1996 and conflict between the segments has been reduced. (TGI)

ED 400 888 JC 960 657

Laanan, Frankie Santos

Making the Transition: An Exploratory Study of Academic Achievement, Involvement, Adjustment, and Satisfaction of Transfer Students at UCLA.

Pub Date—19 Oct 95

Note—106p.; Report presented to the Dean of the College of Letters and Science, University of California, Los Angeles; for a conference presentation based on the report, see JC 960 658.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *College Transfer Students, Community Colleges, Comparative Analysis, Grade Point Average, Higher Education, Program Effectiveness, *Student Adjustment, *Student Attitudes, *Student Characteristics, *Student Experience, *Transfer Programs, Two Year Colleges, Universities

Identifiers—*Transfer Shock, University of California Los Angeles

In fall 1995, a study was conducted of students who transferred from California community colleges to the University of California at Los Angeles (UCLA) to determine their academic performance and to explore the nature of their adjustment. Two transfer populations were examined: students enrolled in the Transfer Alliance Program (TAP), a program run by UCLA to prepare community college students to transfer in as juniors, and traditional transfer students with no prior TAP experience. Questionnaires were administered to 868 students who had transferred to UCLA in fall 1993, soliciting information on students' characteristics, community college experiences, and UCLA experiences. Based on responses from 49 TAP and 201 non-TAP students, the study found that 77% of TAP and 59% of non-TAP students were of traditional college age (i.e., younger than 24). In addition, while the mean grade point average (GPA) of TAP students was significantly higher in high school than non-TAP students and slightly higher at their community college, it was slightly lower at UCLA. TAP students

were also more likely to have had positive experiences with academic counselors at community colleges and were more likely to approach faculty outside of class. Non-TAP students were more likely to use academic tutoring and to have higher levels of academic involvement. Contains 33 references. Appendixes provide a list of colleges participating in TAP, a description of TAP, the survey instrument and cover letters, and tables of survey responses. (HAA)

ED 400 889 JC 960 658

Laanan, Frankie Santos

Building Bridges between the Segments: A Study of Community College Transfers.

Pub Date—8 Nov 96

Note—31p.; Paper presented at the Annual Conference of the California Association for Institutional Research (Costa Mesa, CA, November 6-8, 1996); for the original report, see JC 960 657.

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *College Transfer Students, Community Colleges, Comparative Analysis, *Factor Analysis, Grade Point Average, Higher Education, Program Effectiveness, *Student Adjustment, Student Attitudes, *Student Characteristics, *Student Experience, *Transfer Programs, Two Year Colleges, Universities

Identifiers—*Transfer Shock, University of California Los Angeles

The Transfer Alliance Program (TAP), run by the University of California at Los Angeles (UCLA), allows state community college students to pursue an honors program while completing prerequisites for transfer. A study was conducted to compare the characteristics, experiences, and academic performance of TAP and non-TAP transfers to UCLA, with questionnaires distributed to 90 TAP and 778 non-TAP students who transferred to UCLA in fall 1993. Responses were received from 54% of the TAP and 26% of the non-TAP students and indicated that TAP students were more likely to be younger than non-TAP students, more likely to have taken honors courses at their community college, and more comfortable approaching faculty outside of class. In addition, TAP students had a slightly lower grade point average and were less likely to use academic tutoring at the university. Based on responses, a factor analysis was conducted of three factors from the community college environment (i.e., academic preparation, transfer process, and academic involvement) and five factors from the UCLA environment (i.e., social involvement, experiences with faculty, adjustment process, perceptions of adjustment, and overall satisfaction). This analysis indicated that TAP participants had higher mean responses for all three community college factors. However, they also had higher mean responses on adjustment process and perceptions of adjustment, indicating that they were more likely to experience transfer shock. Contains 25 references. The item factors and a table of student scores on the factors are appended. (BCY)

ED 400 890 JC 960 659

Report of the Transfer Articulation Task Force.

Arizona Board of Regents, Phoenix; Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—30 Oct 96

Note—46p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Articulation (Education), Associate Degrees, College Transfer Students, Community Colleges, Degree Requirements, Educational Change, *Educational Policy, Higher Education, Intercollegiate Cooperation, Management Systems, Models, Program Development, *State Programs, Statewide Planning, *Transfer Programs, Two Year Colleges, Universities

Identifiers—*Arizona

This report to the Arizona State Legislature describes a model transfer system developed by the Transfer Articulation Task Force, a cooperative effort among the state's universities and community colleges to improve articulation and transfer. Following an introduction to the Task Force, elements of the proposed transfer model are reviewed, including a limit on credits that can be transferred to a baccalaureate degree; the development of transfer degrees at community colleges, general education requirements, and common major requirements for

equivalent majors; the ability to transfer blocks of courses; and the establishment of six major categories into which students can transfer. The following three support systems for the model are then described: (1) a new management system, discussing organizational structure, the division of responsibilities and the role of the articulation facilitator (ATF), faculty selection and training for ATFs, accountability, and implementation; (2) a new advising system, including provisions for enhanced advocacy for students, student access to proactive advising, support for student decision-making, advising networks, staff development and support, and evaluation; and (3) computer-based information systems, including a course applicability system to aid in curriculum development and a transfer student data warehouse to assist potential transfer students and advisors. Guiding principles for articulation task forces, a recommended process for developing new transfer degrees and suggested criteria, an organizational chart of state agencies, an ATF position description, and a description of the duties of articulation support services are attached. (HAA)

ED 400 891 JC 960 660

Payne, William H., Jr.

Minority Enrollment Report, Fall Semester 1995.

Research Report Number 1-96.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Pub Date—Sep 96

Note—36p.; For the 1994 report, see ED 382 279.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Colleges, Demography, Diversity (Institutional), *Enrollment, *Enrollment Trends, *Minority Groups, *Student Characteristics, Trend Analysis, Two Year Colleges, Two Year College Students

Identifiers—*Piedmont Virginia Community College

The 16th in a series of studies concerning minority enrollment at Piedmont Virginia Community College (PVCC), this report provides longitudinal data on minority enrollment and examines trends of interest to those involved in planning student recruitment and retention activities. Following a brief introduction, general data on minority enrollment at PVCC are presented for fall 1991 to fall 1995. Next, data for the same period are provided for student demographic characteristics by race and student enrollment characteristics by race. Finally, a conclusion reviews characteristics of minority students enrolled in fall 1995. Highlighted findings include the following: (1) 673 minority students enrolled at PVCC during fall 1995, accounting for nearly 16% of the entire student body; (2) between fall 1994 and fall 1995, the number of minority students enrolled at the college grew by 15.7%, the largest increase of the 1990s; (3) the growth in total minority enrollment was driven by an increase in African-American student enrollment, with African-American increasing by 20.8% between fall 1994 and fall 1995; (4) minority students attending in fall 1995 were more likely to be female and were older than minority students enrolled in the previous fall term; and (5) between 1991 and 1995, the gap between the percentage of minority students in PVCC's service area and minority students enrolled narrowed from 6.1% to 3%. (HAA)

ED 400 892 JC 960 661

Committee on the Future of Arizona Community

Colleges: Report on the Charrette.

Arizona Association of District Governing Boards, Phoenix; Arizona Community Coll. Presidents Council, Phoenix; Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—Sep 96

Note—26p.; Prepared by the Committee on the Future of Arizona Community Colleges.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Change Strategies, *College Planning, *Community Colleges, Educational Needs, *Institutional Mission, *Organizational Development, *Participative Decision Making, Policy Formation, Statewide Planning, Two Year Colleges

Identifiers—*Arizona, *Charrettes

From September 4 to 6, 1996, the Committee on the Future of Arizona Community Colleges conducted a charrette, or structured decision-making process designed to develop consensus, to provide recommendations for improving Arizona's commu-

nity colleges. In developing the charrette, the Committee issued a request for ideas in March 1996 and selected 79 participants from the state's community colleges, community groups, universities, and state government. Following an opening panel discussion, participants were divided into six groups, discussing a series of issues and presenting results to a six-person jury. Issues addressed in the process included the mission of the Arizona community colleges, methods for developing a better understanding of and appreciation for community colleges, recommendations regarding the future of teaching and learning in the colleges, and strategies for strengthening the working relationships within the college system. The following themes emerged from the discussions: (1) community colleges should position themselves as learning providers of first choice; (2) they should retain local control with statewide coordination; (3) operational paradigms must change; (4) the importance of collaboration to break down barriers of "turf" and protectionism; (5) the need for faculty, staff, and resource development to study alternatives and to propose a rational system to finance Arizona Community Colleges; (6) the importance of providing services for diverse learners; and (7) the colleges should build on strength and celebrate successes. Summaries of panel presentations and small group reports and a list of participants are appended. (HAA)

ED 400 893 JC 960 662

Pham, Nga Dykstra, P.

A Positive Learning Environment Is Everybody's Business: Asian Pacific American Students Speak.

Rancho Santiago Community Coll. District, Santa Ana, Calif.

Pub Date—96

Note—37p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Asian Americans, Community Colleges, *Ethnic Discrimination, Focus Groups, *Pacific Americans, *Participant Satisfaction, Program Effectiveness, *School Effectiveness, Stereotypes, *Student Attitudes, Student Problems, Two Year Colleges, Two Year College Students

Identifiers—Rancho Santiago College CA

In response to research indicating that Asian Pacific American (APA) students were considerably more dissatisfied with programs and services than any other ethnic group, Rancho Santiago Community College (RSCC), in California, conducted a series of focus group interviews with APA students to determine their characteristics and motivations. All 4,534 APA students enrolled in credit courses at the college's Santa Ana and Orange campuses in spring 1996 were invited to participate, with 168 students joining the focus groups held throughout April 1996. Of the participants, 59% were male, 66% had attended high school outside of the United States, and 72% had lived in the country for less than 5 years. Reasons cited by participants for attending RSCC included recommendations from friends, convenient location, and affordability, while elements of the college that they liked included the relaxed and comfortable environment, the diversity of the student body, knowledgeable faculty, and the variety of course offerings. What participants disliked most about RSCC included unwelcoming attitudes on the part of some faculty, the failure of the ethnic make-up of faculty to reflect that of the student body, discriminatory behavior exhibited by some employees and students, and being stereotyped. Offices, departments, and programs the students found helpful included the admissions department, the counseling department, the financial aid office, and the English department. However, some participants cited the financial aid office and the counseling department as unresponsive or unhelpful. (HAA)

ED 400 894 JC 960 664

Annual Report to the Governor, 1995-1996 [and] Statistical Supplement to the Annual Report to the Governor, 1995-1996.

Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—Nov 96

Note—162p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Community Colleges, *Educational Finance, *Enrollment, Enrollment Trends,

*School Districts, School Personnel, State Boards of Education, State Surveys, Student Characteristics, Tables (Data), Two Year Colleges, *Vocational Education

Identifiers—*Arizona

Designed to answer the most frequently asked questions about the Arizona community colleges, this fact book offers organizational, financial, and enrollment data for the state system as a whole as well as individual colleges. First, the State Board's philosophy, mission, and value statements are provided. Next, 1995-96 progress reports are presented for the Board and 19 colleges in 10 districts, including statistical data on enrollments, staffing, and funds and descriptions of major accomplishments for the period. Data on student enrollment and enrollment trends for all the colleges are then presented for 1991-92 to 1995-96, and financial information is detailed for the same period, including the State Board budget for 1995-96. Information on programs of study is provided next, including a curriculum matrix and brief discussions of skills centers and tech prep initiatives. Finally, a directory of Board staff and lists of districts and colleges are provided. A statistical supplement provides tables of data for 1995-96 for the state's community colleges, covering student enrollment, income sources, expenditures, numbers and types of teacher certificates issued, full- and part-time faculty and non-instructional full-time staff employed, and federal vocational education funding by district. (HAA)

ED 400 895 JC 960 665

Report on Admissions of Students under the Age of Eighteen.

Arizona State Board of Directors for Community Colleges, Phoenix.

Pub Date—Nov 96

Note—165p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Adolescents, Community Colleges, *Course Descriptions, Credit Courses, *Enrollment, State Surveys, Tables (Data), Two Year Colleges, *Two Year College Students

Identifiers—*Arizona

Focusing on students under the age of 18 who have not yet attained a high school diploma or certificate of equivalency, this report presents tables showing the numbers of these students enrolled in credit courses in Arizona community colleges from September 1995 to August 1996. Following an introductory section presenting statewide data by college district and indicating that 10,558 such students were enrolled in 1996, individual sets of tables are provided for the following Arizona colleges: (1) Cochise College; (2) Coconino Community College; (3) Eastern Arizona College; (4) the Maricopa Community Colleges, including Chandler-Gilbert Community College, Estrella Mountain Community College Center, GateWay Community College, Glendale Community College, Mesa Community College, Paradise Valley Community College, Phoenix College, Rio Salado Community College, Scottsdale Community College, and South Mountain Community College; (5) Mohave Community College; (6) Pima Community College; (7) Central Arizona College; (8) Yavapai College; and (9) Arizona Western College. For each college, data are provided on the number of students under 18 enrolled by course number and title, while selected colleges provide descriptions of course offerings. A map of the college districts and colleges is included. (HAA)

ED 400 896 JC 960 666

Simone, Beverly S.

Interdependence through Partnerships: Transforming Education.

Madison Area Technical Coll., Wis.

Pub Date—Jun 96

Note—19p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), College Role, Community Colleges, *Cooperative Programs, *Curriculum Development, Educational Needs, Job Training, Labor Force Development, *Partnerships in Education, Two Year Colleges

Identifiers—*Alberta, *Madison Area Technical College WI

At Wisconsin's Madison Area Technical College (MATC), both external and internal partnerships

are a fundamental part of instructional programming. As the need for technological and mathematical competence in the workforce has increased, partnerships between the college and business and industry have become more important and represent an interdependence between MATC and area industry. MATC's external partnerships help fill needs related to curriculum development, program formation and evaluation, and the enhancement of student learning. New programs are scrutinized to insure that local, state, and regional trends will support them. In addition, 33 of MATC's 93 programs have dedicated internships, work experiences, or clinical affiliations which place program students directly into local companies and provide a strong link to many businesses. MATC also enters into formal agreements between business/industry sponsors and program students, in which businesses agree to provide an internship site and an on-site mentor for students. Current partnered programs include an agriculture equipment technology program with John Deere Ag Tech, an automotive technology program with Chrysler, and a bioprocess manufacturing program with a consortium of companies engaged in fermentation and bioprocessing. Other external partnerships are maintained with other higher education institutions for program articulation, links to programs, and faculty cooperation, as well as with K-12 systems. MATC has also created internal partnerships, in which teachers study, share, and create better learning experiences together through seminars courses, and inservice activities. (HAA)

ED 400 897 JC 960 667

Annual Financial Reporting Requirements for Texas Public Community Colleges, Fiscal Year 1996.

Texas State Higher Education Coordinating Board, Austin. Div. of Research, Planning, and Finance.

Pub Date—96

Note—85p.

Pub Type—Guides - Non-Classroom (055) — Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annual Reports, Community Colleges, Compliance (Legal), *Educational Finance, Expenditures, Financial Audits, *Financial Policy, Guidelines, *School Accounting, School District Spending, Two Year Colleges

Identifiers—Texas

This manual provides a comprehensive set of definitions, rules, formats, and illustrations for use by public community and junior colleges in Texas to ensure consistent and uniform financial reporting. Chapter 1 provides an introduction to the manual, highlighting changes in requirements for Fiscal Year (FY) 1996. Chapter 2 presents general requirements for financial reports related to report content, while chapter 3 provides definitions of items to be used in the balance sheet, focusing on terms associated with assets, liabilities, and fund balances. Chapter 4 focuses on the statement of changes in fund balances, or reports of changes in financial position reflecting the results of all increases, decreases, and transfers affecting individual fund groups from the beginning to the end of the reporting period. Chapter 5 examines the statement of current funds revenues and expenditures, including a sample table for reporting revenues, while chapter 6 describes requirements for preparing a statement of educational and general expenditures summarized by elements of institutional costs. Chapter 7 discusses specific procedures for preparing the annual financial report, highlighting issues related to bonds, staff benefits, equipment, and investments and including a list of required reports and schedules. Chapter 8 describes the preparation of a schedule of federal financial assistance, while chapter 9 provides sample narratives to accompany the financial statements. Finally, chapter 10 provides sample forms, exhibits, schedules, and statements. (TGI)

ED 400 898 JC 960 668

Petersen, Chris E.

Publish or Perish in the Community College.

Pub Date—May 96

Note—10p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).

Pub Type—Opinion Papers (120) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Ecology, Educational Strategies, *Environmental Research,

*Faculty Publishing, Individual Activities, *Publish or Perish Issue, *Research Projects, Student Motivation, Student Participation, *Student Research, Two Year Colleges, Writing for Publication

Identifiers—College of DuPage IL

Scholarly publication of original work at community colleges is usually an elective pursuit, resulting more from a desire to learn than institutional requirements or financial incentives. At the College of DuPage, in Illinois, one faculty member has undertaken a 10-year, self-initiated research project in the biological sciences, involving students in most areas of the research, including publication. The research has focused on the dynamics of ecosystems, while funding sources have included area conservation foundations and businesses. Participating students must be science majors with a minimum background of 1 year of college-level science-based curriculum. They must also be dependable, of high integrity, patient, and tolerant of adverse working conditions. Motivations for students participating include adding to their resumes, developing interests, and enjoying an alternative learning experience. In addition, every effort is made to see that research is published. For the faculty member, each project requires 200-300 hours of donated time towards experimentation, data analyses, writing, and literature review. Faculty members interested in initiating their own research projects should schedule time for reading and exploration of potential study sites, conduct projects that can be done within the time allowances and with available resources, select reliable student participants, and write for publication. (HAA)

ED 400 899

JC 960 669

Schroeder, John R. *Blood, Ron*

Apollo: Changing the Way We Work.

Maricopa County Community Coll. District, Phoenix, Ariz.

Pub Date—Nov 96

Note—11p; Materials used in a presentation at the Conference on Information Technology sponsored by the League for Innovation in the Community College (Phoenix, AZ, November 13-16, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Administration, *College Planning, Community Colleges, Computer Networks, *Computer Software Development, *Computer System Design, Consultants, *Design Requirements, *Management Systems, Organizational Development, Two Year Colleges

Identifiers—*Maricopa County Community College District AZ

In January 1994, Arizona's Maricopa Community College District issued a request for proposals to develop new administrative software applications to solve problems related to high maintenance costs for existing systems and difficulties in updating software. The result was the Apollo Project, in which the District contracted with Oracle Corporation and Axiom Business Consultants to implement Oracle Government Financials (OGF), a purchasing and accounts payable system; a new Learner Centered System (LCS), designed to collect information on student goals and help them devise a plan of study; a human resource and payroll system; and an electronic mail/office automation system. The Apollo Project involved the following six phases: (1) establishing a context, involving the examination of institutional goals, mission, and external factors; (2) establishing a framework for implementation; (3) defining a model of the new systems that emphasized the most innovative elements; (4) designing and building the system; (5) implementation; and (6) effecting continuous improvement. The most important issue in the project was the creation of an all inclusive system that would meet the needs for information cross-functionally rather than the implementation of separate systems unable to talk to one another. Currently, OGF is online and plans are underway to implement and test the LCS at two colleges in summer 1997. Two key elements of the project were the ability of personnel to be aware of different perspectives and to be flexible. (HAA)

ED 400 900

JC 960 670

Steinberg, Karen *Gorden, Tamela*

University and Community College System of Nevada Enrollment Report, Fall 1995.

Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.

Pub Date—Dec 95

Note—35p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Enrollment, *Enrollment Trends, *Full Time Equivalency, Full Time Students, Higher Education, Part Time Students, School Demography, State Universities, *Student Characteristics, Two Year Colleges

Identifiers—*University and Community College System of Nevada

Composed primarily of tables and graphs, this report provides data on trends in student enrollment from 1985 to 1995 in the University and Community College System of Nevada (UCCSN). Following a brief overview, tables are provided on headcount enrollments; Full-Time Equivalent (FTE) enrollments; student full- and part-time status, gender and ethnicity, and age by campus; and changes from fall 1994 to fall 1995 in FTE and headcount enrollment. Highlighted findings include the following: (1) in fall 1995, the UCCSN enrolled 68,230 state-supported students, an increase of 4% from fall 1994 and 59.1% from fall 1985; (2) system community colleges served 36,414 state-supported students in fall 1995, while universities served 31,816; (3) in fall 1995, the number of FTE students was 36,937 systemwide, an increase of 2.4% from fall 1994 and 69% from fall 1985; (4) 69% of UCCSN students in fall 1995 attended part-time, including 48% of the university and 87% of the community college students; (5) 56% of all students in fall 1995 were female, the same proportion as in fall 1994; and (6) 71.7% of all UCCSN students in fall 1995 were white, 19.3% were minority students, 2.8% were nonresident alien, and 6.2 % were of unknown status. (HAA)

ED 400 901

JC 960 671

Strategic Directions for the University and Community College System of Nevada.

Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.

Pub Date—Apr 96

Note—11p; For the 1994 Strategic Directions report, see ED 387 158.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Planning, College Role, Community Colleges, Educational Improvement, Educational Policy, Higher Education, Organizational Effectiveness, *Organizational Objectives, *Policy Formation, State Universities, *Statewide Planning, Two Year Colleges

Identifiers—*Nevada, University and Community College System of Nevada

The Board of Regents of the University and Community College System of Nevada meets annually with campus administrators to articulate a systemwide vision and provide strategic directions. The eight strategic directions identified during the 1996 meeting were: (1) undergraduate access and growth, including an emphasis on educational quality, access and retention, and technological innovations; (2) research and graduate/professional education, including the promotion of both basic and applied research; (3) responding to the economic and educational needs of the state, including collaborative programs with other state agencies and using research, outreach, and community service to contribute to economic development; (4) ensuring accountability to the citizens of Nevada and exercising responsible stewardship of resources; (5) reviewing and enhancing planning efforts; (6) striving to obtain additional resources from both state and non-state sources and emphasizing collaborative programs within the system; (7) maximizing the use of technology where it is cost-efficient and cost-effective to do so; and (8) monitoring the productivity of faculty and administrators, monitoring administrative costs throughout the system, and monitoring student outcomes from the perspective of the productivity of student learning and completion. (HAA)

ED 400 902

JC 960 672

Diversity Report. Executive Summary and Student & Staff Data.

Nevada Univ. and Community Coll. System, Reno. Office of the Chancellor.

Pub Date—Aug 96

Note—114p.

Pub Type—Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Colleges, *Diversity (Institutional), Ethnic Groups, Females, Higher Education, *Institutional Characteristics, Males, School Demography, State Universities, *Student Characteristics, *Teacher Characteristics, Two Year Colleges

Identifiers—*University and Community College System of Nevada

Focusing on the diversity of the University and Community College System of Nevada (UCCSN), these two reports present data as of fall 1995 on the ethnicity and gender of the System's students and staff. The Executive Summary first presents an overview of the report and findings. Data tables are then presented on the gender and ethnicity of students, including by campus and changes from 1985 to 1995, and of faculty and staff, including systemwide and by campus for 1991-95; system administrative staff for 1991-95; full-time faculty, executive/administrative/managerial, other professional, technical/paraprofessional, clerical/secrarial, skilled craft, and service/maintenance employees for 1995; part-time employees for 1995; and gender and ethnicity by job category for 1991-95. Finally, data are provided on new, full-time professional staff hired between July 1 and September 30, 1995 and tenure and promotions awarded for 1994-95. Highlighted findings include the following: (1) 56% of students in fall 1995 were female and 19% were minorities; (2) between 1985 and 1995, female enrollment increased 2% systemwide and minority enrollment increased 8%; (3) between 1991 and 1995, the proportion of female employees increased 3% while the proportion of minority employees decreased 1% systemwide; and (4) in 1995, 50% of all UCCSN employees were female and 13% were minorities. (HAA)

ED 400 903

JC 960 673

Stolar, Steven M.

Rationale and Strategy for Implementing a Work Experience Component in the Associate in Applied Science Degree Programs at Cumberland County College.

Cumberland County Coll., Vineland, N.J.

Pub Date—19 Sep 96

Note—17p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Associate Degrees, *College Credits, Community Colleges, Cooperative Education, Cooperative Programs, *Curriculum Development, Employment Experience, *Enrollment Trends, Experiential Learning, *Internship Programs, *On the Job Training, Program Improvement, Two Year Colleges, *Work Experience Programs

Identifiers—*Cumberland County College NJ

Currently, 14 of the 22 Associate in Applied Science (AAS) degree programs at New Jersey's Cumberland County College (CCC) provide work experience opportunities, incorporating hands-on experience and theories derived from instruction in the classroom. Employers who participate in work experience, or Cooperative Education (CE), programs benefit by recruiting students with on-the-job training to their organizations. Students learn about possible career options through actual work with a company, gain practical experience, and establish professional contacts. Data on enrollments, however, indicate that from fall 1991 to spring 1995 only 55 students enrolled in CE programs, suggesting that they do not fully utilize the programs for obtaining work experience credits towards their degrees. Further, of the 306 AAS graduates for the period, only 18% utilized CE as a credit option. Currently, seven CCC programs do not offer student work experience opportunities. The most straightforward way of implementing work experience into all AAS programs would be to change degree requirements to incorporate CE or a similar school/work component and to enhance students' work experience opportunities by hiring a full-time CE coordinator, conducting regular advisory board meetings, coordinating placements, and establishing a placement office. Specific recommendations for each of the seven programs without CE components are included. (TGI)

ED 400 904

JC 960 674

Stolar, Steven M.

Student Satisfaction with Academic Achievement. Institutional Report.

Cumberland County Coll., Vineland, N.J. Pub Date—22 Nov 96

Note—22p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Advising, Community Colleges, *Counselor Evaluation, *Educational Counseling, *Participant Satisfaction, Program Effectiveness, *School Counselors, *Student Attitudes, Student College Relationship, Student Surveys, Two Year Colleges

Identifiers—*Cumberland County College NJ

In spring 1996, Cumberland County College (CCC), in New Jersey, conducted a survey to determine the level of satisfaction of students with academic advisement services. A 36-item questionnaire developed by American College Testing (ACT) was distributed to 667 degree-seeking students, representing one third of the degree-seeking students enrolled in the term. Responses were received from 36% of the students and were sorted by students' advising group (i.e., Humanities, Math/Science and Technology, Social Behavioral Science, Business, Educational Opportunity Fund (EOF) participants, Student Support Services, and Management Team). Survey findings included the following: (1) the most typical student in the survey was a full-time, female, day student who had completed 2 full-time semesters; (2) all seven groups gave positive scores to statements that advisors are good listeners, respect students' rights to make their own decisions, encourage them to achieve their goals, are approachable and easy to talk to, keep personal information confidential, and have a sense of humor; (3) the advisors of EOF students received the highest ratings for academic advisement; and (4) all advising groups were rated poorly with respect to encouraging students to participate in extracurricular activities. Appendixes provide the survey instrument; cover letters; and student comments about academic advising services. (TGI)

ED 400 905

JC 960 675

Spinetta, Katrin

Peralta Facts, 1995.

Peralta Community Coll. System, Oakland, Calif.

Pub Date—Jun 96

Note—190p.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Community Colleges, *Enrollment, *Enrollment Trends, Ethnic Groups, Full Time Equivalency, *Institutional Characteristics, Mission Statements, Multicampus Districts, *Outcomes of Education, *Student Characteristics, Two Year Colleges, Two Year College Students

Identifiers—*Peralta Community College District CA

Intended as a reference tool for managers, faculty, staff, other interested educational institutions, and the District community, this document provides historical information on students, programs, and staff in California's Peralta Community College District (PCCD) from the 1970s to 1995. Following an introduction and the PCCD mission statement, a description is provided of demographics of the District's service area and four colleges: the College of Alameda, Laney, Merritt, and Vista. Data are then provided on enrollment patterns and trends both districtwide and for each college, including fall term enrollments; day/evening and full/part-time attendance; student ethnicity, age, and gender; enrollees' highest level of education; student status (i.e., continuing, new, transfer, returning, and new or returning transfers); students' educational goals; and enrollment by declared major. Trends in disabled students programs and services, the Extended Opportunities Program and Services, and financial aid enrollment by ethnicity are then provided for fall 1989 to fall 1995, followed by data on student outcomes for the same period, focusing success rates, matriculation, persistence, degrees and certificates, and transfers. Instructional programs are then reviewed, including programs offered for degrees or certificates, full-time equivalent (FTE) enrollment by program code, vocational programs, basic skills enrollment by ethnicity, course completions by vocational or transfer classification, and grade distributions. Finally, fall 1995 data are presented on District faculty, staff, and administrators, including headcount; FTE employees by age, ethnicity, and gender; and FTE by faculty, administrator, and classified status. (HAA)

ED 400 906

JC 960 676

English as a Second Language Program Review Report.

Florida State Board of Community Colleges, Tallahassee.

Pub Date—Sep 96

Note—132p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Articulation (Education), Community Colleges, Curriculum, Educational Practices, *English (Second Language), *Limited English Speaking, Needs Assessment, Program Evaluation, Program Improvement, State Aid, State Surveys, *Student Placement, Two Year Colleges

Identifiers—*Florida

In 1996, the Florida State Board of Community Colleges conducted a review of English as a Second Language (ESL) programs in the state's community colleges to determine the status of instruction for degree-seeking Limited English Proficient (LEP) students and make recommendations for institutional and state-level policies. The process included a literature review; a survey of 28 Florida community colleges regarding the assessment and placement of students, curricula, articulation, and faculty perceptions; and input from a consortium of state ESL practitioners. The survey found that although the majority of respondents were satisfied with identification procedures for LEP and other ESL students, 14 colleges experienced problems with these procedures. The study also found that assessment methods varied widely among the colleges and that only 13 colleges reported ESL articulation efforts with area schools or universities. Funding needs were identified for obtaining more full- or part-time faculty, laboratories, space, and equipment. Based on the review process, recommendations were developed related to forming a task force to investigate appropriate assessment instruments and curriculum and performance standards; allowing high school students whose first language is not English to take assessment tests by the 10th grade; forming a committee to develop articulation efforts between high school and college curricula; and obtaining funding for training ESL personnel and related projects. Contains 28 references. The survey instrument and data tables are appended. (HAA)

ED 400 907

JC 960 678

Kerner, Tom And Others

Project S.C.O.R.E. (Students Creating Optimal Resources for Employment). Final Report.

Springfield Technical Community Coll., MA.

Pub Date—25 Nov 96

Note—72p. For a related discussion of best practices from the Project, see JC 960 575.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Colleges, *Counseling Services, *Disabilities, Educational Strategies, *Employment Programs, *Job Development, Models, Program Development, Program Effectiveness, School Business Relationship, *Special Needs Students, Staff Development, Two Year Colleges

Identifiers—Springfield Technical Community College MA

From 1993 to 1996, Massachusetts' Springfield Technical Community College implemented Students Creating Optimal Resources for Employment (Project SCORE) to develop a model for increasing job opportunities and career prospects of students and graduates with disabilities. The project provided individual career and academic services to students, including one-on-one career counseling, job referrals and shadowing, practice interviews, scheduling assistance, and referrals to academic and community services, as well as group services in the form of career planning and job-seeking skills courses. In addition, services were provided to college faculty and staff, including training in the areas of academic advisement and counseling and placement, and to area employers through job accommodations, adaptive technology, and awareness training. Project SCORE also worked to disseminate information and activities, developing a guide for faculty and staff and making conference presentations on best practices. From the project's inception, all aspects were formally evaluated on an on-going basis, with goals, activities, and objectives revised as needed. Results of these evaluations indicated that individual counseling on career planning and job-seeking skills were especially effective, while the group instruction and regional conferences did not work well. The final model developed from the project provides a synthesis of the most successful features of the grant, providing individu-

alized support and counseling. Counseling, placement, and internship forms and data on participant outcomes are appended. (HAA)

ED 400 908

JC 960 679

Miller, Lawrence G. And Others

Overcoming Barriers for "Niche" Learners through Distance Learning.

Pub Date—13 Nov 96

Note—6p. Paper presented at the Conference on Information Technology sponsored by the League for Innovation in the Community College (Phoenix, AZ, November 13-16, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, Community Colleges, *Distance Education, *Educational Television, *Independent Study, *Nontraditional Education, Nontraditional Students, Student Characteristics, *Telecourses, Two Year Colleges, Two Year College Students

Identifiers—Chattanooga State Technical Community College TN

For over 15 years, Tennessee's Chattanooga State Technical Community College has been offering non-traditional, distance education to reach "niches" of students who would otherwise find it difficult to attain a college education. Begun in 1979 with a laboratory-based independent study program offering a mix of purchased and locally-developed courses, the distance program has since broadened to include an Instructional Television Fixed Service system, videocassettes mailed to students' homes, and courses via computer and the World Wide Web. In fall 1996, 326 students were taking courses via the distance program only, representing 1,320 credit hours the college would not have otherwise had. The students served fall into five main niches. Handicapped students use course material in their homes, coming to campus to be tested or making arrangements with staff administrators to take tests at home. Power line maintenance technicians scattered in small groups throughout six states can take a five-course sequence in their own locales. Emergency service personnel receive 1 year of credit for their experience and then take an additional year of coursework through distance learning. A course has also been designed for truckers so that they may watch video courses in their sleepers, take the exams on their own, and develop a business plan using a workbook. Finally, a course in digital circuits was developed for industrial maintenance workers in small companies. (HAA)

ED 400 909

JC 960 680

Preliminary Analysis of the Impact of Proposition

209 on the California Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date—96

Note—20p.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Affirmative Action, *Board of Education Policy, Community Colleges, *Court Litigation, Educational Practices, Employment Practices, Public Agencies, *Public Education, *State Legislation, Two Year Colleges

Identifiers—*California Community Colleges, *Proposition 209 (California 1996)

On November 5, 1996, California voters approved Proposition 209, which prohibits discrimination against or the granting of preferential treatment to anyone on the basis of race, sex, color, or ethnicity in the operation of public employment, education, or contracting. Regarding the prohibition of discrimination, 209 creates no new restrictions since public agencies in California are already subject to numerous federal and state anti-discrimination laws. Regarding preferential treatment, the state Superior Court has ruled that the bans of 209 are limited and that certain activities that may benefit underrepresented groups, such as outreach programs, fall outside its scope. It also appears that the "preferential treatment" clause of 209 has the same scope as the Equal Protection Clause of the Fourteenth Amendment, which allows preferential programs if a compelling reason, such as remedying past discrimination, is demonstrated. The only real impact of 209, then, would be to outlaw any type of non-remedial preference which might continue to be permissible under equal protection analysis. However, most of the affirmative action programs operated by the community colleges or adminis-

tered by the Board are mandated by statutes which would continue to apply unless ruled unconstitutional. While 209 may require community college districts to eliminate preferences in locally developed programs, it is recommended that final decisions be held in abeyance pending the outcome of litigation concerning the measure. (HAA)

ED 400 910 JC 960 683

Baime, David

Community College Students and Federal Student Financial Aid: A Policy Framework for the Next Administration. AACCC White Paper.

American Association of Community Colleges, Washington, DC.

Pub Date—10 Jul 96

Note—8p.

Available from—World Wide Web: <http://www.aacc.nche.edu/govtrel/legisu/fintro/finunderscore/aid/finunderscore/AID.htm>

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Community Colleges, Educational Legislation, Eligibility, *Federal Aid, *Grants, Paying for College, Program Effectiveness, *Student Financial Aid, Two Year Colleges

Identifiers—*Higher Education Act Title IV

The Pell Grants, loan programs, and campus-based aid provided by Title IV of the Higher Education Act now provide almost 80% of all aid awarded to college students in the United States. Although the programs have helped increase the number of Americans attaining higher education, much more needs to be done. In 1993, the college completion rate was 88.4% for individuals aged 18-24 with a high school diploma and from the top family income quartile, but only 48.7% for those from the bottom quartile. The Pell Grant program remains the most utilized source of funding for community college students, with one out of five credit students receiving Pell assistance in 1994. Although less critical, the three campus-based programs (i.e., Supplemental Educational Opportunity Grants, Work Study, and Perkins Loans) are also important to community college students. These programs enable individuals to gain or enhance skills to participate productively in the workforce. Therefore, students who use Title IV to enroll in vocational training should be treated no differently than those in transfer programs and proposals to add new graduation or placement requirements to these programs should not be adopted. Priorities for community colleges in the spring 1997 reauthorization of the Higher Education Act include maintaining the essential structure of the Pell Grant program; improving the eligibility of single, independent students; and greater discretion for student loan officers to deny loans. (HAA)

ED 400 911 JC 960 684

Day, Philip R., Jr.

Responding to the Challenges of Workforce and Economic Development: The Role of America's Community Colleges. AACCC White Paper.

American Association of Community Colleges, Washington, DC.

Pub Date—May 96

Note—8p.

Available from—World Wide Web: <http://www.aacc.nche.edu/govtrel/legisu/fintro/philday/philday.htm>

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Role, *Community Colleges, Educational Change, Educational Needs, Education Work Relationship, *Integrated Services, *Job Training, *Labor Force Development, School Business Relationship, Two Year Colleges

As part of the current federal welfare, health care, and workforce development reforms, Congress is considering replacing such programs as Perkins Vocational and Applied Technology and Tech Prep with a single, unified system of job-training and training-related activities. At the same time, business and industry are faced with enormous challenges in maintaining a competitive workforce in the face of the increasing percentage of skilled positions required. Community colleges are emerging as the major, potential providers of workforce training in a new unified system. Recent studies have shown that 96% of the nation's community colleges are directly involved with training and education services to business and industry, while 8 out of 10 businesses, industries, or manufacturing centers

were familiar with and/or utilizing community college training services. Further, community colleges have included workforce training in their mission and practices and view their role as a partner with business rather than just a training provider. Finally, the colleges are poised to take a leadership role in workforce training because they can provide the following: (1) one-stop operations, providing assessment, training, referral, financial assistance, and placement; (2) targeted, on-the-job, and industry-specific training; (3) services for special populations; (4) integrated methodologies, including advanced computerized and distance technologies; (5) articulated learning experiences between high schools and universities; and (6) accountability. (HAA)

ED 400 912 JC 960 685

Rifkin, Tronie, Ed.

Transfer and Articulation: Improving Policies To Meet New Needs. New Directions for Community Colleges, Number 96.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9893-1; ISSN-0194-3081

Pub Date—96

Contract—RR93002003

Note—109p.

Available from—Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104-1342 (\$19; subscription: \$51 individuals, \$81 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v24 n4 Win 1996

Pub Type—Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Articulation (Education), College Faculty, Community Colleges, Higher Education, *State Government, *Transfer Programs, Two Year Colleges, Two Year College Students

Focusing on transfer and articulation in the community college, this volume explores issues related to the history and definitions of transfer, the role of state governments, and effective articulation between institutions, and makes recommendations for future improvements in the process. The following articles are provided: (1) "A Historical and Futuristic Perspective of Articulation and Transfer in the United States" (Frederick C. Kintner); (2) "The Role of the State in Transfer and Articulation" (Piedad F. Robertson, Ted Frier); (3) "Orderly Thinking about a Chaotic System" (Arthur M. Cohen); (4) "New Ways of Conceptualizing Transfer Rate Definitions" (Frankie Santos Laanan, Jorge R. Santos); (5) "Transfer: The Elusive Denominator" (Scott L. Spicer, William B. Armstrong); (6) "Moving Toward Collaboration in Transfer and Articulation" (Dorothy M. Knoll); (7) "Transfer as a Function of Interinstitutional Faculty Deliberations" (James C. Palmer); (8) "Transfer and Articulation Policies: Implications for Practice" (Tronie Rifkin); and (9) "Sources and Information: The Transfer Function and Community Colleges" (Matthew Burstein). (BCY)

ED 400 913 JC 960 686

Payne, William H., Jr. Griffith, Cynthia W.

Employer Survey Results for the PVCC Graduating Class of 1993-94. Research Report No. 3-96.

Piedmont Virginia Community Coll., Charlottesville, VA. Office of Institutional Research and Planning.

Pub Date—Nov 96

Note—42p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Community Colleges, *Employer Attitudes, Graduate Surveys, *Job Performance, *Job Skills, *Personnel Evaluation, *School Effectiveness, Two Year Colleges, Vocational Evaluation, Vocational Followup

Identifiers—*Piedmont Virginia Community College

As part of a follow-up of 1993-94 graduates, Piedmont Virginia Community College (PVCC) conducted a study of graduates' employers to determine their satisfaction with graduates' job skills, performance, and academic preparation. Surveys were sent to 43 employers of graduates who were not self-employed and who gave permission for their

employers to be contacted. Study findings, based on responses from 31 employers, included the following: (1) over 70% of the respondents rated PVCC graduates as either excellent or good in six job performance categories (i.e., technical job skills, quality of work, quantity of work, attitude, cooperation with other employees, and cooperation with supervisors); (2) compared to findings from a 1992-93 survey, however, the proportion of graduates receiving excellent or good ratings in the six categories decreased slightly; (3) PVCC graduates were also rated as either excellent or good by over 70% of the employers with respect to five general skills (i.e., math, writing, speaking, research, and logic); (4) graduates' general skills ratings increased from the previous year; and (5) 84% of employers rated PVCC as either excellent or good with respect to occupational training, while 84.6% did so with respect to general education. Appendices provide tables of employer evaluations by graduate curricular program and degree received, employer comments, lists of graduates' job titles and participating employers, the employer contact authorization form, and the survey instrument. (TGI)

ED 400 914 JC 960 687

Johnson, Larry, Ed.

Leadership Abstracts, 1996.

League for Innovation in the Community Coll. Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—96

Note—26p.

Journal Cit—Leadership Abstracts; v9 n1-12 1996

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Selection, Board Administrator Relationship, *College Presidents, *Community Colleges, Distance Education, *Diversity (Institutional), *Educational Technology, External Degree Programs, *Leadership Qualities, Learning Theories, Professional Development, Tech Prep, Two Year Colleges

The abstracts in this series provide two-page discussions of issues related to leadership, administration, professional development, technology, and education in community colleges. Volume 9 for 1996 includes the following 12 abstracts: (1) "Tech-Prep + School-To-Work: Working Together To Foster Educational Reform," (Roderick F. Beaumont); (2) "Community College Leadership in the New Century," (Gunder Myran, Tony Zeiss, Linda Howdyshell); (3) "Community College Presidents: The Balancing Act," (Ruth Mercedes Smith); (4) "Improving the Administrative Search Process," (Gena Proulx, John W. Marr, Jr.); (5) "Leading the Multicultural Community College," (Augustine P. Gallego); (6) "The External Diploma Program," (Florence Harvey); (7) "Technology as a Metaphor for Change," (Kenneth C. Green); (8) "Learning Communities, Learning Organizations, and Learning Colleges," (Terry O'Banion); (9) "Statewide Professional Development Networks," (S. Gregory Bowes); (10) "The Challenge of Board Change," (George R. Boggs); (11) "Distance Education in the Community College," (Judy Lever-Duffy, Randal A. Lemke); and (12) "The Peloton: Riding the Winds of Change," (Beverlee McClure, Tony Stanco). (TGI)

ED 400 915 JC 960 690

Actual 1995-96 Cost Allocation Summary.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date—Dec 96

Note—53p.; For the 1994-95 Summary, see ED 389 358.

Pub Type—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Education, Community Colleges, *Educational Finance, *Enrollment, *Expenditure per Student, Expenditures, Full Time Equivalency, Income, Operating Expenses, *School District Spending, State Aid, Technical Education, Two Year Colleges, Vocational Education

Identifiers—*Wisconsin Technical College System

Drawn from college data submitted on 1995-96 actual cost allocation schedules, this report provides information on district and statewide program costs for the Wisconsin Technical College System. A brief introduction reviews actual unit costs and ratios for headcount enrollments and Full-Time-Equivalent (FTE) students, indicating that the total unduplicated headcount for the system was 431,405 students, at a cost per headcount student of \$1,225,

and that FTE enrollment was 56,987 students, at a cost of \$9,277 per student. This section also indicates that the total operational cost for the system was \$528,668,600. The bulk of the report then provides cost schedules illustrating the following: (1) systemwide operational costs and total budget; (2) systemwide total expenditures and revenues; (3) systemwide staff costs; (4) systemwide materials fees and FTE student enrollments; (5) statewide costs and FTE enrollment by college; (6) statewide costs per FTE by aid category; (7) costs per FTE by college for college parallel programs, associate degree programs, vocational programs, vocational/adult programs, and community services; (8) FTE students and cost by college for agriculture, business, graphics, home economics, industrial, service and health, technical, television, and general education divisions; (9) FTE enrollment and operational cost percentages; (10) cost ratios per FTE student; and (11) FTE student enrollment percentages. (BCY)

PS

ED 400 916 PS 019 725

Lorance, Anne G. Etheridge, George W.
Special Needs of Adolescent Mothers and Their Infants: Innovative Programs that Meet These Needs.

Pub Date—90

Note—30p; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 14-18, 1990).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Child Development, *Early Parenthood, Emotional Development, Family Environment, Family Needs, Fathers, *Infants, Intellectual Development, *Mothers, Parent Child Relationship, Pregnancy, Program Descriptions, Unwed Mothers

Identifiers—Parent Needs

This paper examines the needs of adolescent mothers and their infants and describes innovative programs designed to meet those needs. It discusses characteristics of adolescent mothers, including their educational level, their obstetric performance, their parenting practices, and the socioeconomic consequences of early parenthood. The paper then describes the developmental outcomes of the children of adolescent mothers, including their academic achievement, the quality of their home environments, their intellectual development, the incidence of child abuse and neglect, and their behavioral and emotional development. The paper points out that the socioeconomic consequences of early parenthood are primary contributors to these outcomes, not adolescent parenthood per se, and that positive social support for the adolescent mother and her infants may serve as a safeguard against the negative effects of the stresses of parenting for teenagers. The paper further describes intervention programs for adolescents to prevent pregnancy, programs for pregnant adolescents, and programs for adolescent mothers. The paper highlights difficulties in attaining funding and evaluating program effectiveness and describes recent information on fathers of children born to adolescent mothers and programs targeting their needs. (Contains 69 references.) (KDFB)

ED 400 917 PS 022 394

Huhn, Susan

Family Child Care as a Small Business. ECE/CDA Training Series.

Central Arizona Coll., Coolidge.

Spons Agency—Arizona Governor's Office for Children, Phoenix.

Pub Date—90

Note—33p.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Advertising, Business Administration, *Career Development, *Child Care Occupations, Day Care, *Early Childhood Education, *Family Day Care, Marketing, Small Businesses, Staff Development, Young Children

Identifiers—*Caregiver Training, CDA, *Child Development Associate, Day Care Licensing, Parent

Provider Relationship

This Child Development Associate training module explores the multifaceted aspects of family child care, including zoning, certification, insurance, hours of care, fees, advertising, programming, and parent/provider agreements. The module's purpose is to help individuals interested in a career in family child care understand the CDA requirements and develop skills to meet them. Following an introduction, the guide lists objectives and provides a space to record the assessment date and activities to meet the objective. The objectives of the module are to: (1) demonstrate an understanding of the family child care provider's role and the qualities needed to be a professional family child care provider; (2) demonstrate knowledge of and compliance with licensing and/or certification requirements, if applicable; (3) understand the importance of insurance and obtain appropriate insurance; (4) demonstrate knowledge of the components of a business plan and develop a business plan; (5) discuss the importance of parent/provider agreements and how they enhance parent/provider relations; and (6) create an Implementation Plan, stating how the skills and information gained through completing this module will be incorporated into ongoing teaching. The next section, "Study Guide," comprises the bulk of the guide and details needed information and suggested activities to attain each of the objectives. The final section, "Supplements," provides a self-evaluation form, self-certification checklist, projected income/expenses form, a sample budget, and a sample provider/parent agreement. (KDFB)

ED 400 918 PS 023 040

Coming of Age: Ten Years in the Campaign against Infant Mortality. The Southern Regional Project on Infant Mortality 1984-1994.

Southern Governors' Association, Atlanta, GA.

Report No.—C100-9400

Pub Date—94

Note—45p.

Available from—Southern Governors' Association, Hall of the States, 444 North Capitol Street, N.W., Suite 401, Washington, DC 20001; fax: 202-624-5452 (Free, plus shipping and handling).

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Early Parenthood, *Infant Mortality, *Infants, *Mortality Rate, Nutrition, Pregnant Students, Prevention, Program Descriptions, Program Evaluation, Unwed Mothers, Welfare Services

Identifiers—Aid to Families with Dependent Children, Women Infants Children Supplemental Food Program

Infant mortality is a complex issue linked to societal problems such as teen pregnancy, poverty, unemployment, illiteracy, and violence. This report chronicles the accomplishments of the Southern Regional Project on Infant Mortality in seeking solutions, sharing strategies, and building coalitions to reduce infant mortality in the south. Phase 1 involved the development of recommendations by a Task Force created by governors and legislators that could guide policymakers and advocates at the state and federal levels. It also involved the creation of a Work Group which was the technical support arm of the Task Force. Phase 2 involved promoting the recommendations through state seminars, research on social programs, formation of coalitions to mobilize the religious and corporate communities in the struggle against infant mortality, an adolescent pregnancy prevention initiative, and conferences and legislative briefings on relevant issues. Phase 3 concentrated efforts to help selected southern states increase access to preventive care and nutrition services for poor pregnant women and infants, to publish reports on Aid to Families with Dependent Children and Medicaid, and to sponsor a legislative summit to develop a plan for achieving the Surgeon General's maternal and child health goals for the year 2000. Goals for the next 10 years are discussed. Tables delineate southern state and national infant mortality and low birthweight rates from 1981-1991. Appendices list members of the Task Force, Work Group, staff members, advisory board members, final recommendations of the Task Force, and the 1994-95 action plan. A list of project publications completes the document. (KDFB)

ED 400 919 PS 023 201

The Health Rationale for Family Planning: Timing of Births and Child Survival.

United Nations, New York, NY. Population Div.

Report No.—ISBN-92-1-151275-1; ST/ESA/SER.A/141

Pub Date—Nov 94

Note—145p.

Available from—United Nations, Sales Section, 2 United Nations Plaza, New York, NY 10017 (Sales No. E.95.XIII.3).

Pub Type—Numerical/Quantitative Data (110) — Information Analyses (070) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Birth Rate, *Child Health, Contraception, Demography, *Early Parenthood, *Family Planning, Foreign Countries, *Infant Mortality, Policy Formation, *Reproduction (Biology), Socioeconomic Influences

Identifiers—*Birth Spacing, *Birth Timing

Among the most influential findings from the World Fertility Survey (WFS) were those linking fertility patterns to child survival, in particular the findings concerning the high infant and child mortality for children born after a short birth interval. This study examined the relations between fertility and child survival based on more recent data from the United Nations Demographic and Health Surveys of 25 developing countries. In the first part of the study, tabular analysis was used to assess the excess risks of child mortality associated with child-bearing too early or with short intervals between births. The second part used multivariate analysis in order to examine how far the differences observed are affected by a range of controls, such as mother's education, father's education, father's occupation, and place of residence. Results indicated that children born to mothers under age 18 are 46 percent more likely to die before age 5 than children born to mothers age 20 to 34 (similar to the earlier WFS); that children born less than 18 months after a previous birth are more than twice as likely to die as children born after a 2 to 4 year interval (this risk rate is similar to WFS results, although the incidence of such births has generally decreased); that maternal education appears to be a very powerful and pervasive correlate of child survival; and that for several countries there are striking indications of regional differences in child survival. (Contains 46 tables and 19 references.) (EV)

ED 400 920 PS 023 270

The Beethoven Project: Summary and Retrospective Analysis of the First Five Years of the Center for Successful Child Development.

Ounce of Prevention Fund.

Pub Date—95

Note—57p.

Pub Type—Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Development, Child Health, Early Childhood Education, Family (Sociological Unit), *Family Programs, Home Programs, Integrated Services, Program Evaluation, Social Agencies, Young Children

Identifiers—*Center for Successful Child Development II, *Family Support, Home Based Programs, Maternal Health, Project Head Start

In 1986, the Ounce of Prevention Fund undertook an ambitious project: creating and operating a family support program for young families with infants and toddlers in the Robert Taylor Homes public housing development in Chicago. The program was the outreach function of the Center for Successful Child Development (CSCD). The CSCD, a comprehensive, community-based, early childhood development and family support center, was designed to help all service-area children from conception to age 5, emphasizing the critical first 3 years. The program became known as the Beethoven Project because all of the children were expected to later attend the nearby Beethoven Elementary School. This report describes the CSCD and the Beethoven project, as well as a fifth-year assessment of the effectiveness of the program. Chapters in the report are: (1) "Overview," discussing goals, the community role, and a description of CSCD's programs and services; (2) "The Retrospective Analysis: Assessing the First Five Years," focusing on participants, staff, professionals, paraprofessionals, community needs, and cultural and environmental influences on parenting behavior; (3) "Violence and Its Effects"; (4) "Important Lessons and Unresolved Issues," detailing seven "lessons" learned from aspects of the CSCD; and (5) "Summary and Conclusion," defining the Center's success. This section describes how the comprehensive services offered have had an im-

portant impact in a variety of areas, including economic self-sufficiency for many parents, improved health care for children, and improved relationships between parents and their children's school. (BGC)

ED 400 921 PS 023 736

Riihela, Monika

How Do We Deal with Children's Questions? Semantic Aspects of Encounters between Children and Professionals in Child Institutions.

National Research and Development Centre for Welfare and Health, Stakes (Finland).

Report No.—ISBN-951-33-0244-X

Pub Date—96

Note—88p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Caregiver Speech, Case Studies, Child Development, *Child Language, Cognitive Processes, *Communication Research, Communication Skills, Day Care, *Discourse Analysis, Early Childhood Education, Elementary Secondary Education, Foreign Countries, *Institutions, *Interpersonal Communication, Language Research, Library Services

Identifiers—Communication Behavior, *Conversation, Finland

The professional practices concerning children's questions in the welfare clinic, the day care center, the school and the library in Finland are discussed in this paper. Each institution's historical background and the implicit and explicit concepts of children affecting professional behavior are analyzed. The research data include legal and statutory texts, previous research, and empirical observation. After a brief historical survey the study describes, with the help of 21 cases, encounters and interactions between adults and children. It is suggested that work development in the institutions is promoted or limited by the general objectives set in the form of laws and statutes as well as by historical factors concerning professional practice. Among institutions there is variation in attitudes towards children and in the working methods which define institutional relationships with them. It is suggested that creating an environment for children in which their own initiative is developed requires the adults to be willing to serve, to listen, and to be flexible enough to change their working habits to meet the immediate knowledge needs of the children. Of the four institutions, only the library has consistently developed practices which encourage children's initiatives. Contains 129 references. (AA)

ED 400 922 PS 023 788

Bridge, Connie A.

The Implementation of Kentucky's Primary Program 1995: A Progress Report.

Kentucky Univ., Lexington. Inst. on Education Reform.

Spons Agency—Kentucky Inst. for Education Research, Frankfort.

Pub Date—Aug 95

Note—153p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Classroom Environment, *Elementary School Curriculum, *Mixed Age Grouping, Primary Education, State Action, *State Government, *State Legislation, Statewide Planning, Teaching Methods

Identifiers—*Kentucky

This study is the third annual study of primary program implementation in Kentucky elementary schools. This research project is one of six studies conducted in 1995 to determine the extent Kentucky schools and educators had implemented educational technology. In June, 1990, the Kentucky legislature passed the Kentucky Education Reform Act (KERA), mandating restructuring of Kentucky educational system. A controversial aspect of the legislation is the requirement for all of Kentucky's elementary schools to become non-graded, multi-age, multi-ability primary schools by the fall of 1993. In this study, observations were collected in a random sample of 24 primary schools in eight regional service areas in the state, selecting four teachers in each school for observation. Observers were trained to use the Primary Program Component Configuration Map. Teachers rated the level of support for implementation of the primary program. Results include: (1) wide variation from teacher to teacher in manner and degree in which components of the primary program are implemented; (2) little

change between 1994 and 1995 in patterns of implementation; and (3) decrease in percentage of teachers who were implementing the primary program in recommended ways. Recommendations include more staff development, especially in using assessment and instructional techniques science and social sciences. (BGC)

ED 400 923 PS 023 791

Study of Non-Profit Child Care Boards in Ontario.

Ontario Ministry of Community and Social Services, Toronto.

Report No.—ISBN-0-7778-0616-9

Pub Date—93

Note—204p.; Prepared by Diane Abbey-Livingston and Associates, Inc. and the Levy-Coughlin Partnership, Inc.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Administrative Organization, Administrators, *Advisory Committees, *Board Administrator Relationship, Child Caregivers, Child Development Centers, Child Development Specialists, Day Care, Day Care Centers, Early Childhood Education, Foreign Countries, Fund Raising, *Governance, *Governing Boards, Institutional Administration, Interprofessional Relationship, *Nonprofit Organizations

Identifiers—*Ontario

The Ontario Ministry of Community and Social Services is committed to the principle that future growth in child care be in the non-profit sector; thus it commissioned this Fall 1989 study with the purpose of collecting information to guide the development of policy and program initiatives for effective and efficient management practice within that sector. The project had the following objectives: (1) to describe the characteristics of child care board members; (2) to describe current governance practices of child care boards; (3) to identify tasks that the boards have found to be difficult; (4) to identify resources that have been useful to boards; and (5) to describe opportunities and support for parental involvement in the child care system. Several principal conclusions were drawn from the project's work, including: (1) governance of nonprofit child care organizations currently depends on parents; (2) people who sit on child care boards are long-term resources to the volunteer sector; (3) child care organizations are under-resourced and underdeveloped; (4) finances and fundraising interfere with other essential areas of responsibility; (5) more focus is needed in maintaining long-term stability; (6) the image of child care suffered from a lack of community awareness; (7) board members show a lack of experience in governing their organizations; (8) access to training and resource materials is inadequate for all, including senior staff; (9) Ministry requirements are inconsistently interpreted; (10) board size is inadequate; and (11) the startup phase of development is inadequate. (SD)

ED 400 924 PS 023 824

Hansen, Linda And Others

Farm Play Center.

Pub Date—95

Note—30p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Agriculture, Class Activities, Classroom Techniques, Curriculum Guides, Experiential Learning, Farmers, Farm Visits, Field Trips, Integrated Curriculum, Learning Activities, *Learning Centers (Classroom), Multicultural Education, Preschool Education, Units of Study

Identifiers—*Farms

Because many cultures celebrate a harvest time or festival with which many children can identify, this farm preschool curriculum unit is appropriate for a cross-cultural setting. The farm unit is introduced to children through a field trip to a local farm, with children having the opportunity for experiential learning. The farm may be integrated into various curriculum areas in the classroom and the playground may be transformed into a child-size farm. Children's multicultural and individual experiences are easily incorporated into the farm theme and activities can be adapted to meet the needs of all children. The bulk of this document describes the 23 farm-related activities for nine centers, including science, art, and cooking. Each activity plan lists the center involved, the class, the materials needed; and describes the child's role and procedures, the teacher's role and questions, and adaptations and comments. (KDFB)

ED 400 925 PS 024 149

Wakai, Kunio, Ed. Chen, Shing-Jen, Ed.

Research and Clinical Center for Child Development Annual Report, 1994-1995, No. 18.

Hokkaido Univ., Sapporo (Japan). Faculty of Education.

Report No.—ISSN-0386-8435

Pub Date—Mar 96

Note—89p.; For 1991-1992 Annual Report, see ED 363 392; for 1992-1993, see ED 370 681; for 1993-1994, see ED 384 416.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Child Development, *Child Rearing, Children, *Cultural Differences, *Cultural Influences, *Cultural Traits, Empathy, Father Attitudes, Fathers, Foreign Countries, Infants, *Japanese Culture, Mass Media Role, Mother Attitudes, Mothers, Parent Attitudes, Periodicals, Preschool Children, Preschool Education, Socioeconomic Status, Teacher Attitudes, Teacher Behavior

Identifiers—France, French Culture, *Japan, United States

This annual report discusses several topics related to the work of the Research and Clinical Center for Child Development. Seven topics are covered in the report. The articles are: (1) "Fathers' Participation in the Lives of Their 4-Month-Old Infants: The United States and Japan" (Marguerite Stevenson Barratt, Koichi Negayama and Tetsuhiro Minemi); (2) "Relationship between Socioeconomic Status and Maternal Attitudes among Japanese Mothers" (Mari Aoki Toda, Masumi Sugawara, Toshinori Kitamura and Satoru Shima); (3) "Information Conveyed by the Media on Childrearing in France and in Japan: Analysis of French and Japanese Popular Magazines" (Hiroko Norimatsu); (4) "Sacred or Selfish? A Survey on Parental Images of Japanese Children" (David Shwalb and Shing-Jen Chen); (5) "Towards an Understanding of Cultural Psychology: A Case for 'JanKen'" (Shing-Jen Chen and R. Jason Rand); (6) "Empathy and Altruistic Behavior among Preschoolers: An Attempt to Measure Empathy of Children Based on Teacher's Report" (Shigehiro Uekawa); and (7) "Differences in Teacher Classroom Behaviors in USA and Japan: A Field Note" (Hiroshi Usui). References are included with each article. (SD)

ED 400 926 PS 024 320

Knitzer, Jane Page, Stephen

Map and Track: State Initiatives for Young Children and Families.

National Center for Children in Poverty, New York, NY.

Report No.—ISBN-0-926582-18-6

Pub Date—96

Note—178p.; Four errata pages are appended.

Available from—National Center for Children in Poverty, Columbia University School of Public Health, 154 Haven Avenue, New York, NY 10032 (\$19.95, includes postage and handling; orders must be prepaid).

Pub Type—Reports - Descriptive (141) — Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—At Risk Persons, Birth Weight, Child Health, Child Welfare, Disadvantaged Environment, *Early Intervention, Economically Disadvantaged, Family (Sociological Unit), Family Needs, Family Programs, Federal Programs, *Integrated Services, Low Income, Planning, *Poverty, Program Administration, Program Content, Risk, State Aid, State Government, State Programs, Strategic Planning, Unemployment, *Young Children

Identifiers—*Family Support

In the past decade, there has been a sharp increase in awareness of how interventions that address multiple risk factors and target both children and their families can help ensure that children grow up healthy and able to learn. In 1995, the National Center for Children in Poverty (NCCP) undertook a project to "map" state initiatives for young children and families and to develop a framework to "track" changes in initiatives over time. This report, the first of a planned biennial series, describes the project's findings on these special, state-initiated, comprehensive program and cross-system planning efforts. The report's executive summary highlights findings indicating that three-quarters of states are supporting one or more state-funded, comprehensive program strategies, but relatively few have de-

veloped comprehensive initiatives; much more typical are parallel program and planning efforts without a clear vision or goals. Following the executive summary, chapter 1 of the report presents an overview of the framework that guided the way data were gathered and organized. Chapter 2 highlights the findings from a national perspective, synthesizing the information provided by the states and discussing some of the key lessons and implications. States' activities are illustrated in boxed text throughout the first two chapters. Chapter 3 presents detailed profiles of each state. Appendices include backup charts and maps and a list of state contacts for the programs described. Contains 86 references. (BGC)

ED 400 927 PS 024 362
Child: Staff Ratios and Group Size Requirements in Child Care Licensing: A Comparison of 1989 and 1996.

Wheelock Coll., Boston, MA. Center for Career Development in Early Care and Education.

Pub Date—96

Note—28p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Caregivers, Comparative Analysis, *Day Care, *Day Care Centers, Elementary Education, Longitudinal Studies, Preschool Education, State Legislation, State Norms, State Standards, Teacher Student Ratio

Identifiers—Child Care Costs, Child Care Legislation, *Day Care Licensing, Day Care Regulations, Group Size, Staffing Ratio

Child care licensing is a consumer protection responsibility of each state. Each licensing standard establishes a right that children and parents in private early care and education programs have in that state. Because each state sets its licensing standards at a level its citizens agree to support, child care differs dramatically among states. This report compares state child-staff ratio and group size requirements in child care licensing and examines changes from 1989 to 1996. The National Day Care Study (1979) found that low child-staff ratios have positive effects on children's test scores, child behavior, and staff behavior and influence child care costs directly. Infant-staff ratios also affect quality strongly. Ratios may vary widely among states because of differences in measurement techniques. Best practice ratios recommended by the American Academy of Pediatrics and the American Public Health Association range from 3:1 for birth to 12 months to 12:1 for 9- to 12-year-olds. Group size also influences child and staff behavior; best practice figures range from eight infants in a group up to 12 months, to 24 school-age children in a group. Results of this national study indicate that for 9-month-olds, more than half the states set a ratio of 4:1, with few changes since 1989. For 18-month-olds, only 26 states have ratios of 5:1 or lower, with no change since 1989. For 3-year-olds, 20 states set a ratio of 10:1 or lower, with little change since 1989. A table delineates the child-staff ratios and group size by state for 9-, 18- and 36-month-olds for 1989 and 1996. (KDFB)

ED 400 928 PS 024 365

Vasconcelos, Teresa Maria Sena
"Houses and Fields and Vineyards Shall Yet Again Be Bought in This Land": The Story of Ana, a Public Kindergarten Teacher in Portugal.

Pub Date—Apr 96

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, *Classroom Techniques, Early Childhood Education, Foreign Countries, Kindergarten, Master Teachers, Parent Teacher Cooperation, Teacher Attitudes, *Teacher Background, *Teacher Behavior, *Teacher Characteristics, Teacher Influence, Teacher Response, Teacher Student Relationship, Teaching Models, *Teaching Styles

Identifiers—*Portugal

This study examined the teaching style and methods of Ana, a kindergarten teacher in Portugal, chosen because she is considered a master teacher by colleagues and parents and because she grew up in Portugal before democracy. The study attempted to answer the questions: (1) What are the commitments and competencies that distinguish Ana as a

master teacher? (2) How has Ana's practice been influenced by her personal and professional biography? (3) How does her biography affect the curriculum she constructs with her children? Extensive observations and in-depth interviews were conducted across a 16-month period. A picture of Ana emerged as a teacher who builds a participatory democracy in the classroom by teaching her children to be active members of a community of learners. A large table in the center of the classroom at which discussion, planning, and problem solving occur served as a metaphor for this effort. Her curriculum was interpreted as constructivist, polycentric, and tied to the larger social life rather than to the classroom. Ana's teaching was also seen to be created out of the multiplicity of her private and professional selves, at the core of which was her moral self with a view of children rooted less in developmental and sociological theories than in fundamental caring and respect. (Contains 21 references.) (EV)

ED 400 929 PS 024 367

Horton, Dorothy

The Effectiveness of Preschool Attendance on Reading and Mathematics Achievement.

Pub Date—96

Note—11p.

Pub Type—Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Aptitude, Achievement Tests, Aptitude Tests, *Elementary School Students, Grade 3, *Mathematics Achievement, Mathematics Skills, *Outcomes of Education, *Preschool Education, Primary Education, *Reading Achievement, Reading Skills, *School Effectiveness, School Role, Student Evaluation

Identifiers—Iowa Tests of Basic Skills

Previous studies, while not suggesting that all preschool programs will bring lasting benefits, demonstrate that early education can change the course of children's lives, especially children from disadvantaged backgrounds. This study dealt with early childhood education and school success, evaluating the effect of preschool attendance on reading and mathematics achievement. The study included 65 third-grade students from a Chicago public elementary school. From the 65, 60 students were selected, half of whom had attended preschool and half of whom had not. Reading and mathematics achievement scores from the Iowa Tests of Basic Skills (ITBS), which are administered annually to Chicago public elementary students, were analyzed. Results showed that preschool education had a significant impact on mathematical achievement but not on reading achievement, indicating a need for further research on preschool attendance and academic achievement, including the effects of gender and age. (Contains 20 references.) (BGC)

ED 400 930 PS 024 413

Akimoff, Kimberly G.

Parental Involvement: An Essential Ingredient for a Successful School.

Pub Date—May 96

Note—29p.; Master's Thesis, Dominican College. Pub Type—Dissertations/Theses - Masters Theses (042) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Elementary Education, *Family School Relationship, Parent Influence, *Parent Participation, *Parent School Relationship, Parent Student Relationship, *Parent Teacher Cooperation, Performance Factors, Private Education, *Student Behavior, *Teacher Attitudes, Teacher Expectations of Students

This study examined how teachers in a Christian school in the North Bay, California, area, perceive the academic and behavioral performance of students whose parents are involved in the school compared to the performance of students whose parents are not involved. Parental involvement includes parents attending parent-teacher conferences, open houses, classroom activities and events; keeping in touch with the teacher through phone calls and notes; volunteering in the classroom; and being a guest speaker. Parents also demonstrate their involvement by reviewing the child's schoolwork, reading with the child, and monitoring the child's academic progress. Behavioral performance refers to the student's ability to interact socially with other students and to comply with teacher expectations. Seven kindergarten through sixth-grade teachers

(Caucasian female) in a Christian school were asked to fill out questionnaires and to answer interview questions regarding the importance of parental involvement. The results of the study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorally. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education; (2) parental involvement keeps the parent informed of the child's performance; and (3) parental involvement helps the school accomplish more. The appendices contain the letter of invitation to participate in the study, the questionnaire, the questionnaire results, and the interview questions. (AA)

ED 400 931 PS 024 414

Martin, William C.

Control Theory: Applications to Middle-Level School Environments.

Pub Date—88

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, 1988).

Pub Type—Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Cooperative Learning, Curriculum Development, Educational Change, *Educational Improvement, Educational Theories, Intermediate Grades, Junior High Schools, *Middle Schools, *Motivation, Organizational Theories, Teaching Methods, *Theory Practice Relationship

Identifiers—Collaborative Learning, *Control Theory, Glasser (William), Middle School Students
Glasser's Control Theory deals with self-motivation by explaining all behavior as the drive for satisfaction of five internal needs: to survive and reproduce, to belong and love, to gain power, to be free, and to have fun. The theory posits that individuals always choose to do what is most satisfying at any given time. This paper discusses the application of specific teaching strategies to the middle-school level, particularly Glasser's Control Theory, and applies control theory to three broad areas identified as critical to development of the early adolescent in middle-level school environments: (1) characteristics of the middle-school student which impact on his/her learning; (2) characteristics of successful middle-school teachers; and (3) the training of middle-school teachers. The paper's major discussion revolves around how to put theory into practice and looks at some of the implications in doing so. The importance of cooperative learning as a tool for self-motivation is discussed and its connection to Control Theory is examined. The paper suggests that cooperative learning helps students to work toward common goals, help one another learn, gain self-esteem, assume more responsibility for their own learning, and respect their classmates while retaining positive interdependence. Some of the reasons for a new approach to middle-school teaching and learning are developed and the need to effectively motivate middle-school students is discussed. Finally, the paper offers recommendations for effectively preparing middle-school teachers. Contains nine references. (AA)

ED 400 932 PS 024 470

Behaviour Management in Context.

Australian Early Childhood Association, Inc., Watson; Magarey Inst. Child and Youth Health (South Australia).

Report No.—ISBN-1-875890-16-5

Pub Date—95

Note—50p.

Available from—Australian Early Childhood Association, Inc., P.O. Box 105, Watson, Australian Capital Territory, 2602, Australia (\$8.95 Australian; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Aggression, *Behavior Change, Behavior Problems, Child Development, Chronic Illness, Classroom Environment, *Classroom Techniques, Developmental Stages, Discipline, Discipline Policy, Diseases, *Early Childhood Education, Family (Sociological Unit), Family Life, Foreign Countries, Individual Development, Parent Participation, *Primary Education, Sepa-

ration Anxiety, Social Influences, Teacher Attitudes, Teacher Student Relationship, Young Children

Identifiers—Australia, *Behavior Management, Regressive Behavior

Based on the belief that what children learn from adult responses to their early behavior sets the foundations on which they will build all future learning, this publication provides information for teachers on the appropriate guidance and management of children's behavior in early childhood settings using a contextual approach. Issues discussed in the document include: (1) setting a behavior policy for the institution; (2) building positive relationships with children; (3) using a knowledge of child development to create appropriate expectations for behavior; (4) considering developmental issues in responding to children's behavior; (5) understanding the impact of changes and loss on children's behavior; (6) examining the variety of family lifestyle issues, such as family routines, living situations, and family tensions; (7) identifying the effects of sociocultural backgrounds on children's behavior, including Aboriginal and Torres Strait Island children; (8) understanding the personal characteristics of each child; (9) realizing the impact of various chronic or acute illness on children's behavior; (10) dealing with children's aggression; (11) creating behavior-friendly classroom environments; (12) developing a plan when behavior problems arise; (13) working with parents; (14) responding to particular behavior problems, such as out of control feelings, emotional stress, regression, and separation anxiety; (15) talking to a child when there is a problem; and (16) using a checklist to identify and evaluate possible strategies for guiding children's behavior. A list of resources concludes the publication. (KDFB)

ED 400 933

PS 024 501

Hyson, Marion C.

The Emotional Development of Young Children: Building an Emotion-Centered Curriculum.

Report No.—ISBN-0-8077-3354-7

Pub Date—94

Note—219p; Foreword by Edward Zigler.

Available from—Teachers College Press, P.O. Box 20, Williston, VT 05495-0026 (Cloth: ISBN-0-8077-3355-5, \$40; Paper: ISBN-0-8077-3354-7, \$18.95 plus shipping and handling).

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Caregiver Child Relationship, Caregiver Role, Child Development, Curriculum Development, Curriculum Guides, *Early Childhood Education, *Emotional Development, Preschool Curriculum, Prosocial Behavior, Social Environment

Identifiers—Affective Domain, *Child Care Needs, Child Management, Developmental Discipline, Emotional Regulation, Emotional Support, *Emotions

Noting the ever-increasing need for quality day care, and the resulting necessity for child caregivers to address the complex development of social, emotional, and motivational structures within a child, this book offers a guide for understanding and fostering the emotional growth of young children. Following an introduction which defines emotion and emotion-centered curriculum, the book consists of two parts: "Emotions and Early Childhood: Old Questions and New Answers," and "Constructing an Emotion-Centered Curriculum." The chapters are: (1) "How Important Are Emotions in Early Childhood Education?"; (2) "Anger, Interest, Fear, and Joy—What Are Emotions For?"; (3) "Young Children's Emotional Development: What Can We Expect?"; (4) "What Can Influence the Course of Early Emotional Development?"; (5) "The Emotion-Centered Curriculum: An Overview"; (6) "Creating a Secure Emotional Environment"; (7) "Helping Children To Understand Emotions"; (8) "Modeling Genuine, Appropriate Emotional Responses"; (9) "Supporting Children's Regulation of Emotions"; (10) "Recognizing and Honoring Children's Expressive Styles"; and (11) "Uniting Children's Learning with Positive Emotions." Contains 216 references. (AMC)

ED 400 934

PS 024 508

Crowe, Suzy Penney, Elaine

Teachers, Computers & Kids: Recipes for Success in Early Childhood Settings. Kids and Computers, Number 1.

Bit-By-Bit Computer, Alpharetta, GA.

Report No.—ISBN-1-887899-00-6

RIE MAR 1997

Pub Date—95

Note—199p.

Available from—STCS Book Distribution Services, P.O. Box 246, Glassboro, NJ 08028 (tel.: 1-800-266-5564 [\$24.95, plus \$3.75 New Jersey residents add 6% sales tax]).

Pub Type—Guides - Classroom - Teacher (052) — Book/Product Reviews (072)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Class Activities, *Computer Games, *Computer Software, *Computer Software Selection, *Computer Uses in Education, Early Childhood Education, Educational Games, Educational Technology, Instructional Materials, Learning Activities

This book is the first volume in the "Kids and Computers" series, a series of books designed to help adults easily use high-quality, developmentally appropriate software with children. After reviewing the basics of selected software packages (how to start the program, stop the program, move around, and use special keys) several ideas and suggestions are presented based on the principle that children learn by exploration and discovery. The book includes: ideas for playing games, simple questions that help children associate a computer-based activity with the real world, and fun things to do away from the computer that help develop further concepts learned about on the computer. The areas of learning that are covered by the software include: alphabet and letters, animals, colors, community helpers, counting and numbers, creativity, letter/word association, memory and concentration, music, patterns and early math skills, pre-reading, problem solving, science and nature, seasons, shapes and storytelling. Each software package typically contains four-to-five individual activities. The description of each activity includes: concepts to reinforce, tips for reinforcing the concepts, talking about the activity, and ideas for expanding the concepts. The following companies' trademarked products are referred to in this book: Broderbund Software ("The Playground," "The Backyard," "Just Grandma & Me"); Walt Disney Computer Software ("Mickey's ABC's," "Mickey's 123's," "Mickey's Colors & Shapes"); Computer Curriculum Corporation (Richard Scarry's "Busytown"); Edmark ("Thinkin' Things," "Millie's Math House," "Bailey's Book House"); Humongous Entertainment ("Putt-Putt Joins the Parade," "Fatty Bear's Birthday Surprise"); Lawrence Productions ("Katie's Farm," "McGee," "McGee At the Fun Fair"); The Learning Company ("Reader Rabbit I," "Math Rabbit," "MetroGnomes' Music"). The availability of these products is not cited nor are there any guidelines for computer operational capacity required for these products. (AA)

ED 400 935

PS 024 514

Chard-Yaron, Sharon Kingsbury, Jon

Understanding & Facilitating Healthy Ethnic/Racial Identity Development.

Pub Date—18 Mar 96

Note—11p; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (51st, New Orleans, LA, March 16-19, 1996).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Development, Cognitive Development, Comparative Analysis, *Critical Thinking, Cultural Awareness, Cultural Pluralism, Curriculum Design, *Ethnicity, Role

Identifiers—*Identity Formation

This presentation deals with the topic of ethnic/racial identity development, acknowledging the importance of recognizing the multicultural component in identity formation. The literature has pointed to several areas that are central to effective prejudice-prevention and prejudice-reduction programming, among them an emphasis on cognitive sophistication and critical thinking skills, transformation of negative racial attitudes, macro approaches that involve changing an institutional culture, positive interracial/inter-ethnic contact, and healthy ethnic identity development. This presentation is designed to help educators recognize behaviors associated with hierarchical stages of ethnic/racial identity development and to understand curricular implications for teaching and learning inherent in these stages. The objectives of this session are to identify and distinguish between various stages of ethnic/racial identity development, to describe identity development behaviors characteristic of these stages, and to apply that knowledge to

various teaching and learning environments. A comparison of different racial/ethnic identity development models and concepts, an analysis of development typology, and an exercise is provided to assist the development of understanding in ethnic identity development. Contains 21 references. (MOK)

ED 400 936

PS 024 519

Bowen, Ann

The Educational Interface: Action and Reaction: A Collaborative Approach.

Pub Date—[95]

Note—6p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Cooperative Programs, *Coordination, Early Childhood Education, *Educational Cooperation, Foreign Countries, *Integrated Services, Needs Assessment, School Readiness, Shared Resources and Services, Teacher Collaboration

Identifiers—Australia (New South Wales), Family Support

Growth of child care, preschool, and special needs services in the past 10 years in New South Wales (Australia) has left the early childhood professional with a wide variety of systems, both governmental and non-governmental, to consider as support for the child and the family. Between 1990 and 1995, in response to a perceived need for interdisciplinary communication in dealing with this array of services, a series of joint meetings was held between school and prior-to-school staff in one region. The first forum was designed as a roundtable conference in which service providers—including school and preschool staff, psychologists, welfare agencies, and family support groups—presented materials on their function and needs. A recognition of the importance of personalizing intervention services was gained, and a subsequent series of meetings between school and prior-to-school sectors was conducted. A major issue in these meetings was managing the transition to school, including utilization of shared information and resources, visiting systems, and parent involvement. Examples of the collaboration's successes include continuing visits by school staff to preschools to meet children and talk with parents, and preschool staff involvement at the school level with advice on development and specific problems or talents displayed by children. (Contains 10 references.) (EV)

ED 400 937

PS 024 524

Leach, Penelope

Children First: What Our Society Must Do—and Is Not Doing—for Our Children Today.

Report No.—ISBN-0-679-42133-5

Pub Date—94

Note—315p.

Available from—Alfred A. Knopf, Inc., 201 East 50th Street, New York, NY 10022 (\$22, plus shipping and handling).

Pub Type—Books (010) — Opinion Papers (120) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—At Risk Persons, Attitude Change, *Change Strategies, Childhood Needs, *Child Rearing, Children, Children's Rights, Child Welfare, Cultural Influences, Economic Factors, *Employed Parents, Foreign Countries, Government Role, Parent Child Relationship, Parent Education, Parenting Skills, Poverty, Quality of Life, Quality of Working Life, *Social Attitudes, Social Change, *Well Being, Western Civilization

Identifiers—Europe, United States

Most parents do everything they can to facilitate the health and happiness, growth and development of their children. Nevertheless, Western society leaves parents the responsibility for children's well-being, but does not empower parents to ensure that well-being. This book takes the position that our society is inimical to children and has devalued parents to the point that individual good parenting has become not only exceedingly difficult, but ultimately insufficient. Specific steps by which members of society can move to fashion a new social and economic priority for all children are discussed. The book is divided into three parts: Part I covers parents and society; Part 2, children and parents; and Part 3, putting children first. The chapters are: (1) "People, Profits and Parenting," on the tension between the need for financial solvency and the desire to be good parents, and on the changing characteristics of Western families; (2) "Mother, Father or Parent?" on the biology of gender roles; (3) "Getting

Started," on the impact of social attitudes on infant care and bonding; (4) "Daycare: Dreams and Nightmares," on the increasingly complex child care debate; (5) "Growing Up Takes Time," on social pressures that make parenting competitive at the expense of the child's development; (6) "Discipline, Self-Discipline and Learning How To Behave," including the confusion over the intended ends of discipline, corporal punishment, and the power play implicit in disciplining a dependent; (7) "The Preschool Years: Learning and Lessons, Education and School," on facilitating early childhood development and learning processes, and the nature of preschools; (8) "7-Up: The Years We Ignore," on why we fail to capitalize on the learning and moral development opportunities of children's middle years; (9) "New Approaches to Poverty and Privilege," on bottom-up socioeconomic policies that would have their first and most obvious impact on the poor and which put children and families first; (10) "New Approaches to Human Rights for Children," on the concept of children as autonomous beings separate from ourselves—socially, politically, legally, and physically; (11) "New Approaches to Working and Caring," on changing the workplace to better balance employment and parenting; and (12) "New Approaches to Practical Parenting," on improving preparation for parenthood, changing the face of daycare, and moving work into the home. (FTH)

ED 400 938 PS 024 525

Mitchell, Linda

The Cost of Quality.

Pub Date—May 96

Note—14p; Paper presented at the Assessing and Improving Quality in Early Childhood Centres Conference (Wellington, New Zealand, May 15-16, 1996).

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, *Early Childhood Education, Educational Change, *Educational Quality, *Financial Support, Foreign Countries, *Government Role, Maori (People), Parent School Relationship, Teacher Qualifications

Identifiers—*New Zealand

This paper deals with the future directions of early childhood education in New Zealand, and what the Early Childhood Education Project has done to enhance the structures and funding required to support high quality education. The objectives of this project are to provide a rigorous and coherent review of the current situation and access of early education in Aotearoa, New Zealand; to contribute towards a comprehensive policy for Maori education; and to recognize the diversity of organizations, cultures, and communities. The report provides background information on the development of the Early Childhood Education Project since April 1995, and introduces the organizations represented on the project team. The key issues that are discussed include managing the funding and administration of services, meeting the costs of provision on the present level of funding, providing access to all sectors of the community, and obtaining necessary support from government agencies. (MOK)

ED 400 939 PS 024 526

Ooms, Theodora And Others

Disconnected Dads: Strategies for Promoting Responsible Fatherhood. Family Impact Seminar (Washington, DC, June 23, 1995). Background Briefing Report and Seminar Highlights.

Family Impact Seminar (FIS), The AAMFT Research and Education Foundation, Washington, DC.

Pub Date—95

Note—76p.

Pub Type—Reports - Descriptive (141) - Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Child Support, Family Financial Resources, Family Life Education, Family Structure, *Fathers, Financial Support, *Government Role, Legal Responsibility, Parent Associations, *Parent Child Relationship, Parent Education, *Parent Participation, *Parent Responsibility, *Parent Role, Policy Formation, Sex Education, Social Environment

Noting that a growing number of men are not fulfilling their financial, moral, or social responsibilities to their children, this report aims to provide a rough "map" of the main elements of an emerging fatherhood movement along with a discussion of related policy and program initiatives. The report

also provides selected examples of innovative programs and initiatives to illustrate strategies that federal and state policymakers can employ to encourage responsible fatherhood. Organized according to the three main dimensions of paternal responsibility—avoiding out-of-wedlock births, providing financial support, and building caring relationships with their children—the reports contains the following sections: Part I, "The Fatherhood Movement," which includes the background of its establishment and discussions of fathers' rights groups, programs for fathers in "fragile" families, public information and education campaigns about fatherhood, and paternal involvement in family service programs; Part II, "Prevention of Teen and Out-of-Wedlock Births," which includes discussions on sex and family life education and male involvement in family planning; Part III, "Responsibility To Provide Economic Support," which includes a discussion of child support issues and the roles of policymakers as well as the government in improving child support; Part IV, "Connecting Fathers with Their Children," which includes a discussion of the roles and importance of fathers and strategies for developing healthier father-child relationships; Part V, "Summary and Conclusions," which includes a discussion of the key issues addressed in the report; Part VI, "Resources and References," which includes listings of electronic resources, video resources, names of fatherhood organizations, and bibliographic references; and Part VII, "Highlights of the Seminar," which includes summaries of seminar speakers' comments. The report concludes with a table of strategies to promote responsible fatherhood. Contains 108 references. (MOK)

ED 400 940 PS 024 537

Musick, Judith S.

Uncovering the Many Sides of Family Child Care:

A Study of the Family Child Care Connection.

YWCA of Metropolitan Chicago, IL.

Spons Agency—Chicago Community Trust, Ill.; Field Foundation of Illinois, Chicago; John D. and Catherine T. MacArthur Foundation, Chicago, IL; McCormick Tribune Foundation, Chicago, IL.

Pub Date—Mar 96

Note—56p.

Pub Type—Reports - Evaluative (142) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Early Childhood Education, *Family Day Care, *Infants, Low Income Groups, Program Descriptions, Program Evaluation, Qualitative Research, Social Networks, *Toddlers

Identifiers—Caregiver Training, Family Day Care Providers, Quality of Environment (Child Care), Young Women's Christian Association

This qualitative research study evaluated the impact of the Family Child Care Connection, a model designed to improve the quality of family child care for infants and toddlers. This 5-year project was administered by the YWCA of Metropolitan Chicago and implemented in four satellite networks of family child care providers located in low income urban communities. Each site had a coordinator to recruit, select, and train providers. Providers, parents, children, coordinators, program directors, and center-based staff at the sites were interviewed or observed. Results indicated that finding quality providers was labor intensive, but necessary and worth the effort. The coordinator's role was critical as a mediator, problem-solver, and advocate on behalf of providers. Assisting parents with socializing activities was one of the most valuable aspects of the providers' work. Parents experienced role-sharing as easing their burdens. Providers organized the day for children, who might otherwise lack structure and predictability, preparing them to adapt to the time-governed context of school. Providers modeled teaching relationships that parents eventually valued and modeled. The synergism among a combination of program elements was responsible for its positive effects. A connected form of entrepreneurship resulted from the networks at each site, the overall network, the affiliation with a community child care institution, and the relationship with the coordinator. (Two appendices include the interviews and list the coordinator's functions.) (KDFB)

ED 400 941 PS 024 558

Signer, Sheila M., Ed. Wright, Sylvia Stein, Ed.

Program for Infant/Toddler Caregivers. Trainer's Manual, Module III: Learning and Development.

California State Dept. of Education, Sacramento; Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.—ISBN-0-8011-1108-0

Pub Date—95

Note—160p; For related document and guides, see ED 309 852, ED 321 869-872, and PS 024 560-561; For Trainer's manual, modules I-IV, see ED 367 487-488 and PS 024 558-559.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, telephone: 916-445-1260 (\$20, plus sales tax for California residents).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Caregiver Role, Child Caregivers, Classroom Design, Cognitive Development, *Day Care, Day Care Centers, Developmental Stages, Early Childhood Education, Family Day Care, Imitation, *Infants, *Language Acquisition, Object Permanence, *Teacher Education, Teacher Education Programs, Teaching Guides, *Toddlers, Trainers, Videotape Cassettes

Identifiers—Program for Infant Toddler Caregivers CA

This trainer's manual covers module III of the Program for Infant/Toddler Caregivers (PITC), a four-module video training course for providers of family and center day care. The manual is intended to be used by module instructors and includes an overview of the PITC and instructions for using the manual and its accompanying videos. The module contains 13 lessons, designed to be covered in one- to two-hour sessions. The first section, "Cognitive Development and Learning," contains lessons on (1) Learning Schemes and Cause and Effect, (2) Tools and Object Permanence, (3) Space and Imitation, (4) Facilitating Learning: The Role of the Caregiver, (5) Caregiver Responsiveness, (6) Setting the Stage for Learning: The Environment, (7) The Ages of Infancy: Young Infants, (8) The Ages of Infancy: Mobile Infants, and (9) The Ages of Infancy: Older Infants. The second section, "Language Development and Communication," contains lessons: (10) Language in the Multicultural Child Care Setting, (11) Language Development in Young Infants, (12) Language Development in Mobile Infants, and (13) Language Development in Older Infants. An outline of the two accompanying videos for this module, and pricing and ordering information for all four PITC modules, are also included. (EV)

ED 400 942 PS 024 559

Signer, Sheila M., Ed. And Others

Program for Infant/Toddler Caregivers. Trainer's Manual, Module IV: Culture, Family, and Providers.

California State Dept. of Education, Sacramento; Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.—ISBN-0-8011-1109-9

Pub Date—95

Note—159p; For related document and guides, see ED 309 852, ED 321 869-872, and PS 024 560-561; For Trainer's manual, modules I-IV, see ED 367 487-488 and PS 024 558-559.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271, telephone: 916-445-1260 (\$20, plus sales tax for California residents).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Caregiver Role, Child Caregivers, Cultural Awareness, Cultural Influences, *Culturally Relevant Education, *Day Care, Day Care Centers, Early Childhood Education, Family Day Care, Family Involvement, *Infants, Parent Participation, Parent School Relationship, Parent Teacher Cooperation, Separation Anxiety, *Teacher Education, Teacher Education Programs, Teaching Guides, *Toddlers, Trainers, Videotape Cassettes

Identifiers—Cultural Sensitivity, Program for Infant Toddler Caregivers CA

This trainer's manual covers module IV of the Program for Infant/Toddler Caregivers (PITC), a four-module video training course for providers of family and center day care. The manual is intended to be used by module instructors and includes an overview of the PITC and instructions for using the manual and its accompanying videos. The module

contains 14 lessons designed to be covered in one to three-hour sessions. The first section, "Creating Positive Caregiver-Parent Relationships," contains lessons on: (1) Establishing Partnerships with Parents, (2) Involving Families, (3) Conducting Business with Parents, (4) Listening and Responding to Families' Needs, (5) Helping Parents Deal with Separation, and (6) Handling Difficult Issues. The second section, "Providing Culturally Sensitive Care," contains lessons: (7) Becoming Aware of Cultural Issues, (8) Essential Connections, Part I, (9) Essential Connections, Part II, (10) Supporting Culturally Diverse Families, (11) Culture, Development, and Learning, (12) Routines and Culture, (13) Acknowledge, Ask, Adapt, and (14) Staff Relations. Suggested reading on cultural sensitivity, an outline of the video for this module, and pricing and ordering information for all four PITC modules are also included. (EV)

ED 400 943 PS 024 560

Mangione, Peter L., Ed.

Program for Infant/Toddler Caregivers. Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care.

California State Dept. of Education, Sacramento; Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.—ISBN-0-8011-1057-2

Pub Date—95

Note—102p.; For related document and guides, see ED 309 852, ED 321 869-872, and PS 024 560-561; For Trainer's manual, modules I-IV, see ED 367 487-488 and PS 024 558-559.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; fax: (916) 323-0823; telephone: 1-800-993-4099 (\$12.50; California residents must add sales tax; quantity discounts).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Caregiver Role, Child Caregivers, Cultural Awareness, Cultural Influences, *Culturally Relevant Education, *Day Care, Day Care Centers, Early Childhood Education, Family Day Care, *Infants, *Teacher Education, Teacher Education Programs, Teaching Guides, *Toddlers. Identifiers—*Cultural Sensitivity, Program for Infant Toddler Caregivers CA.

This guide is intended to be used in conjunction with the fourth module of the Program for Infant/Toddler Caregivers (PITC), a four-module video training course for providers of family and center day care. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive and in-depth coverage of a topic. This guide focuses on the ways in which caregivers can support the early development of infants and toddlers by becoming sensitive to the vital role in that development of the children's home culture and language. Section One, "The Importance of Culture in Early Development," explores the empowering process of culture, cultural appreciation and enrichment, and practical suggestions for becoming culturally sensitive. Section Two, "Multicultural Issues in Child Care," discusses cultural sensitivity in routine caregiving tasks (such as toilet training and feeding), culture and learning in infancy, and concerns of immigrant families (such as the stress of sudden change and the longing for old family ways). Section Three, "The Process of Culturally Sensitive Care," explores a model for developing culturally responsive caregiving—acknowledge, ask, and adapt; creating an inclusive, nonstereotypical environment for infants and toddlers; and supporting staff relationships in a culturally responsive program. This section also includes several "thinking/doing activities" to put concepts into practice. The last section, "Suggested Resources," lists books, periodicals, organizations, and audiovisuals. Includes an appendix with caregiver-parent information/resources forms. Contains 38 references. (EV)

ED 400 944 PS 024 561

Mangione, Peter L., Ed.

Program for Infant/Toddler Caregivers. Infant/Toddler Caregiving: A Guide to Cognitive Development and Learning.

California State Dept. of Education, Sacramento; Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—Carnegie Corp. of New York, N.Y. Report No.—ISBN-0-8011-1055-6

R1E MAR 1997

Pub Date—95

Note—88p.; For related document and guides, see ED 309 852, ED 321 869-872, and PS 024 560-561; For Trainer's manual, modules I-IV, see ED 367 487-488 and PS 024 558-559.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; fax: (916) 323-0823; telephone: 1-800-993-4099 (\$12.50; California residents must add sales tax; quantity discounts).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Caregiver Role, Child Caregivers, Classroom Design, Classroom Environment, Cognitive Development, *Day Care, Day Care Centers, *Developmental Stages, Early Childhood Education, Family Day Care, *Infants, *Teacher Education, Teacher Education Programs, Teaching Guides, *Toddlers. Identifiers—Program for Infant Toddler Caregivers CA.

This guide is intended to be used in conjunction with the third module of the Program for Infant/Toddler Caregivers (PITC), a four-module video training course for providers of family and center day care. The videos illustrate key concepts and caregiving techniques for a specific area of care, and the guides provide extensive in-depth coverage of each topic. This guide focuses on intellectual development during infancy, with an emphasis both on the types of activities that are naturally interesting to infants and toddlers and on the influences of responsive caregiving, the environment, and play materials on early development. Section One, "Cognitive Development," explores the intellectual activity of infancy (such as the use of reflexes and active experimentation), six discoveries of infancy (such as learning that events are caused and how objects fill space), and facilitating cognitive development through caregiver responsiveness. Section Two, "Learning Environments," discusses the role of the physical environment in influencing the development of infants and toddlers and providing appropriate physical environments. Section Three, "Developmental Milestones," explores the stages of development from birth to age three. Section Four, "Appropriate and Inappropriate Practices," illustrates contrasting caregiver practices in fostering cognitive development in infants and toddlers. Section Five, "Suggested Resources," lists books, articles, and audiovisual material. Contains 48 references. (EV)

ED 400 945 PS 024 583

Goebel, Kerstin

The Handling of Conflict by Adolescent Female Youth: The Difference Made by Experiences in Acculturation.

Pub Date—Aug 96

Note—17p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acculturation, *Adolescents, Cognitive Processes, *Conflict Resolution, Cultural Differences, Cultural Influences, Family Influence, *Females, *Foreign Countries, Immigrants, Individualism, Interpersonal Communication, Marriage, *Parent Influence, *Peer Influence.

Identifiers—*Adolescent Attitudes, Germany, Group Cohesion

This study examined the cognitive representations of culture contact situations for second-generation immigrant and non-immigrant youth to identify differences between socially and individually oriented cultures. Subjects were 8 immigrant and 8 non-immigrant female secondary students with an average age of 17.44 years selected from 156 students of a German multicultural school; half of each group had an extreme individual or social orientation as assessed by a German version of the Indol Scale. The critical incidents technique was used to provoke statements about marriage decisions and conflict resolution strategies in a setting of culture-bound communication. Results indicated that both immigrant and non-immigrant students viewed love as an important reason for marriage, but non-immigrant students expected parents' influence to be minimal and immigrant students accepted and did not question parents' and normative influences. Only individually oriented non-immigrant students

mentioned that peers had little impact on the individual, but other groups saw peers as an important influence. For socially oriented non-immigrants and individually oriented immigrants, peers are a frame of reference for the reflection of arguments. Socially oriented immigrant students preferred to avoid criticism. Non-immigrant students attempted to resolve conflict by persisting in their opinions in order to convince others. Immigrant students expected peers to give social support to the individual and saw family as highly influential through life. Non-immigrant and individually oriented immigrant students used primary control beliefs to handle conflict, whereas socially oriented immigrant students showed secondary control beliefs in handling conflicts and adapted individual needs to the family values. (KDFB)

ED 400 946 PS 024 584

Taylor, Satomi Izumi. And Others

If at First You Don't Succeed, Ganbare, Ganbare, Ganbare.

Pub Date—96

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Childhood Attitudes, Concept Formation, Creativity, *Cultural Background, Foreign Countries, *Japanese Culture, Kindergarten, *Kindergarten Children, *Motivation, Parent Attitudes, Parent Role, *Persistence, Primary Education, Standards, *Success, Teacher Attitudes.

Identifiers—Educational Encouragement, *Encouragement, Japan, Japanese People

In Japan, it is a common belief that anyone can achieve success; all that is necessary is that one persists with utmost diligence, and almost anything can be accomplished. This study investigated the thoughts of Japanese children, parents, and educators regarding the cultural phenomenon of "ganbare" (persistence), which permeates Japanese society at all levels. Interviews were conducted with 50 kindergarten students in Japan, their teachers, and college instructors in early childhood education. The children's mothers responded to written questions regarding their concept of "ganbare." The results indicated that "ganbare" was interpreted by children as "happy and positive encouragement." The adults used this word as a spontaneous expression of encouragement to teach children the importance of persistence in their lives, although some adults speculated that an overemphasis on "ganbare" with children may create too much pressure. Findings suggest that instilling persistence in children is of prime importance in Japanese culture, and that expansion of the investigation to include school-age children would be beneficial. (Contains 28 references.) (Author/BGC)

ED 400 947 PS 024 586

Erb, Michelle

Increasing Students' Responsibility for Their Learning through Multiple Intelligence Activities and Cooperative Learning.

Pub Date—May 96

Note—57p.; Master's Action Research Project, Saint Xavier University and IRI/Skyline.

Pub Type—Dissertations/Theses - Masters Theses (042) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, *Behavior Problems, Biology, Classroom Environment, Class Size, *Cooperative Learning, Delinquency, Discipline, Family Problems, High Schools, High School Students, Intelligence, Intervention, *Learning Motivation, Problem Children, Science Instruction, Self Esteem, Student Behavior, *Student Motivation, *Student Responsibility, Student Surveys, Truancy.

Identifiers—*Multiple Intelligences

Making students responsible for their own learning in biology is a national issue. The goal of this Master's project was to increase students' responsibility for their own learning in order to increase academic output and decrease the incidence of inappropriate behavior. The targeted population consisted of sophomore high school students in a biology classroom. The high school was located in a stable, urban blue-collar community in northern Illinois. The problems of academic output and inappropriate behavior had been documented by annotated teacher records, student records, and school

records. Students also answered surveys designed to determine the causes for the students' lack of responsibility. Analysis of probable cause data revealed that students: (1) lacked intrinsic motivation and interest in science; (2) had low self-esteem; and (3) had possible family dysfunction. Large class size may have contributed to the problem. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of the following categories of intervention: use of cooperative learning and employment of the theory of multiple intelligences. Post-intervention data indicated an increase in students' responsibility for their own learning through an increase in academic output and a decrease in the incidents of inappropriate behavior. (Three appendices contain a student classroom discipline record form and two student surveys. Contains 37 references.) (BGC)

ED 400 948 PS 024 589
Ogle, Earl J.

The Comparative Status of the Creative Thinking Ability of Waldorf Education Students: A Survey.

Pub Date—Sep 96

Note—12p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Cognitive Style, Comparative Analysis, Creative Development, *Creative Thinking, Creativity Tests, *Educational Theories, Elementary Education, Foreign Countries, *Nontraditional Education, Outcomes of Education, State Schools, Teaching Methods, Thinking Skills

Identifiers—England, Germany, Scotland, Steiner (Rudolf), Torrance Tests of Creative Thinking, *Waldorf Educational Theory, *Waldorf Schools
Waldorf Education, founded by Rudolf Steiner in 1919, is based on the philosophy of critical idealism, in which teachers assist in the natural unfolding of children's preexistent possibilities. But because there has been little research on Waldorf Education, few data have been gathered on the effectiveness of its teaching methods and organizational structure, or on students' achievement. An international study was conducted to determine if there was a significant difference between the creative thinking ability of Waldorf students and state school students in England, Scotland, and Germany. The hypothesis was that disparate educational practices in Waldorf and state schools were influenced by disparate educational philosophies. The sample consisted of 1,165 third through sixth grade children—479 English, 193 Scottish, and 493 German students. The findings obtained from administration of the Torrance Test of Creative Thinking Ability, suggested that Waldorf students were more creative than their state school peers. Particular credit for this was given to the maturational-readiness and nurturing curriculum of the Waldorf Schools, which includes: having the same teacher follow students from grades 1 to 8; de-emphasis on academic performance in early grades; use of art in instruction; and other teaching and curriculum considerations. (Contains 20 references.) (BGC)

ED 400 949 PS 024 601

Allen, Sharon M. And Others

Providing Head Start-like Services from Kindergarten through the Third Grade: The Role of Family Service Coordinators.

Spons Agency—Department of Health and Human Services, Washington, D.C.

Pub Date—Jun 96

Note—43p.; Paper presented at the Head Start National Research Conference (3rd, Washington, DC, June 20-23, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Child Health, Early Childhood Education, *Educational Environment, Family Environment, Family Life, *Family Programs, *High Risk Students, Integrated Services, *Intervention, Outcomes of Education, Parent Participation, Parents, Poverty, Program Effectiveness, Social Services, Transitional Programs

Identifiers—Developmentally Appropriate Programs, Family Service Workers, *Project Head Start, School Based Services

Project Head Start has recently expanded into elementary schools through the National Head Start/Public School Transition Project (NTP), a school-based intervention program designed to im-

prove outcomes for at-risk students. The SDTP (South Dakota site of NTP) is attempting to improve life chances for children by improving home and school environments. An SDTP ethnographic study was designed to provide the descriptive data needed to enrich quantitative analysis in the overall NTP evaluation (which is testing the hypothesis that providing continuous comprehensive services to Head Start children will maintain and enhance early benefits attained by children and families). A literature review was conducted on areas of: (1) comprehensive services; (2) social services; (3) education, including parent education and social networks; (4) health; (5) parent involvement; and (6) home/school coordinators. Data were gathered through participant observations, interviews, and analysis of family services coordinator (FSC) journals. Tentative results, analyzed in terms of the changing and increasing role of FSCs, included: (1) effect of milk break; (2) effect of hands-on food activity; (3) effect of SDTP on children's health; (4) effect of SDTP on curriculum; (5) children's transition activities; (6) parent involvement; and (7) improved home/school communication. The study concluded that children and families at SDTP sites have benefited from successful transition project implementation. Contains 51 references. (BGC)

ED 400 950 PS 024 610

Pre-School Education in Portugal = Educacao Pre-Escolar em Portugal. Report.

Ministry of Education, Lisbon (Portugal).

Report No.—ISBN-972-742-071-0

Pub Date—Sep 96

Note—61p.

Language—English; Portuguese

Pub Type—Reports - Descriptive (141) — Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classification, Cultural Influences, Curriculum Design, Curriculum Guides, *Day Care, Economic Factors, *Educational Administration, Educational History, Educational Objectives, *Educational Policy, Enrollment Trends, Foreign Countries, *Kindergarten, *Preschool Education, Social Influences, Staff Development, Teacher Education, Teaching Models, Theory Practice Relationship

Identifiers—Noninstructional Staff, *Portugal, Support Personnel

This report, containing both English and Portuguese text, describes the historical background and current state of preschool education systems in Portugal, and presents recommendations on guideline consolidation in the implementation of a common preschool education policy. Part 1 of the report, "Historical Background," discusses the social, economic, and cultural factors contributing to the development of preschool education in Portugal. Part 2, "Present Situation," describes child care and education within formal and informal contexts and presents a typology of current services. Part 3, "Preschool Education Organizing Principles," defines the objectives of preschool education; differentiates kindergartens operated within a socio-educational perspective by the Ministry of Solidarity and Social Security (MSSS) from those with a strictly educational perspective, operated by the Ministry of Education (ME); describes the administration of preschools; and discusses teacher and support staff training. Part 4, "Contexture of Educational Work," examines pedagogical models used, the need for curricular guidelines, and potential contributions from research of preschool education. Part 5, "National Network of Preschool Education," presents preschool coverage rates and network growth figures gathered by the ME and MSSS. Part 6, "Educational Policy Measure," discusses governmental goals for expanding the availability of preschool education and the state's role in preschool education. Part 7, "Considerations and Recommendations," provides basic reference principles and guidelines for future development and expansion of preschools. (KDFB)

ED 400 951 PS 024 611

Patrick, Teri

Play: An Important Component of Preventative Behavior Management.

Pub Date—Mar 96

Note—26p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (47th, Little Rock, AR, March 11-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Behavior Problems, Childhood Needs, Conflict Resolution, Cooperation, *Early Childhood Education, Emotional Development, Motor Development, *Play, Playground Activities, *Preschool Education, Problem Solving, Psychological Needs, Self Esteem, Social Development, Student Needs, *Young Children
Identifiers—Behavior Management, Bruner (Jerome S.), Piaget (Jean), Play Theory, Vygotsky (Lev S.)

This paper discusses linkages between play, healthy social and emotional development, and behavior management in young children. Play is defined as pleasurable, self-motivated, non-goal-directed, and spontaneous behavior, free from adult-imposed rules. Many children have limited time available for play because they are directed by adults in day care and after school programs, because they attend schools in which recess has been eliminated and physical education time reduced, or because they live in unsafe neighborhoods where they are not allowed to play in their own yards. Some studies suggest that a lack of play opportunities could be a cause of the gradual worsening in behavior problems and the increase in juvenile violence in the last 15 years. Psychologists such as Vygotsky, Piaget, and Bruner point to the importance of play for development. Studies suggest that play may meet children's psychological needs for belonging, power, freedom, and fun. Play may also contribute to the development of social skills, and it may reduce tension and anxiety. By providing time and materials for dramatic play, teachers can help children cope with stress and help them learn skills such as creativity, sequential memory, group cooperation, receptive vocabulary, impulse control, and perspective-taking. Play can also be used to teach problem-solving and conflict resolution skills. In addition to social skills, as children master physical skills in play, their self-esteem is enhanced, and they gain self-knowledge, self-confidence, self-esteem, and self-expression. This paper suggests that teachers and child care providers become advocates for children's play. (Contains 24 references.) (KDFB)

ED 400 952 PS 024 617

The Family and Medical Leave Act: What It Means for Caregivers in the Workplace. Questions and Answers for Employees and Employers.

American Association of Retired Persons, Washington, D.C.

Pub Date—95

Note—20p.

Available from—American Association of Retired Persons, Work Force Programs Department, 601 E Street, N.W., Washington, DC 20049 (Stock No. PW5181(1095).D15407).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adults, Caregivers, Children, Day Care, Definitions, Employee Responsibility, *Family Caregivers, *Family Needs, Federal Legislation, *Fringe Benefits, Laws, *Leaves of Absence

Identifiers—Employer Responsibility, *Family and Medical Leave Act 1993

The Family and Medical Leave Act (FMLA) is intended to protect employees' job and health benefits while they are on leave for certain family and health needs. This publication provides, in question-answer format, a description of the rights and obligations of employees and employers as stipulated by the FMLA. The report focuses on the requirements for leave when caring for a relative with a serious health condition and covers the following topics: (1) purpose of the law; (2) which employers are covered; (3) eligibility for leave; (4) reasons for leave; (5) required medical certification; (6) type and amount of leave allowed; (7) job restoration; (8) health coverage while on FMLA leave; (9) issues related to other benefits, such as retirement; (10) special rules for key employees, e.g., salaried employees who are among highest paid 10% of all employees within 75 miles of the work site; (11) notice requirements; (12) employee obligations; (13) employee protections; (14) enforcement of FMLA; (15) relation of other laws to FMLA; and (16) government resources available to help employers meet their FMLA obligations. (KDFB)

ED 400 953 PS 024 619

Bromer, Juliet

When I Was a Baby: Autobiographical Talk in a

RIE MAR 1997

Preschool Classroom.

Pub Date—95

Note—15p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Cues, Early Childhood Education, Interpersonal Relationship, *Memory, *Preschool Children, Preschool Education, Recall (Psychology), Self Concept, Self Esteem, Story Telling, Teacher Student Relationship

Identifiers—Autobiographical Recall, Episodic Memory, Identity (Psychological), Identity Formation, Representational Thinking, Self Reflection

Much of the current research on children's memory comes from a Vygotskian perspective, focusing on context and social environment, and from a Piagetian perspective, emphasizing the importance of family lore and belief systems in shaping children's memory. Recent studies suggest that young children's representational abilities are continuous with adults' representational and memory capabilities. Current studies have identified three kinds of memories exhibited by young children: (1) general event representation; (2) episodic memory; and (3) autobiographical memory. Recognizing the importance of social interaction and social context in the development of memory, one teacher explored the development of self-reflective talk and memories in a classroom of 3-, 4-, and 5-year-olds. The teacher initiated an ongoing curriculum around memories and babyhood through periodic classroom memory-related discussions, stories, and projects, and recorded group and individual discussions as well as spontaneous episodes of memory talk. The goal of these activities was to help children distinguish between their past as babies and their rapidly increasing maturity as preschoolers through talking about the past. Observations indicate that young children usually recount episodes from their past to adults rather than to their peers, reflecting the findings of studies that suggest memory retrieval in young children requires a cue—often adult-initiated conversations. Over the year, children in the class learned much about how to remember and talk about the past. Children began to initiate remembering discussions independently, indicating their increasing abilities to internalize past experiences in language and memory. Remembering also became a mode through which the children in the class could find solidarity. The task of remembering and thinking about the past appears to be one way in which preschool children can develop a clearer sense of self as they continue to grow and have new experiences in the world. (Contains 18 references.) (KDFB)

ED 400 954

PS 024 620

Araujo, Luisa

Pre-Service Teachers as Literacy Mediators during Children's Play.

Pub Date—Apr 96

Note—19p.; Paper presented at the Association for Childhood Education International Conference (Minneapolis, MN, April 10-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Cultural Influences, *Ethnic Stereotypes, Higher Education, Interpersonal Relationship, Kindergarten, *Literacy, Play, Preservice Teacher Education, Primary Education, Teacher Attitudes, *Teacher Behavior, *Teacher Student Relationship

Identifiers—*African Americans, Cultural Deficit Theory, Cultural Sensitivity, *Preservice Teachers

This study investigated patterns of social interaction among four preservice teachers and kindergarten children in the context of literacy-enriched play centers. Specifically, the study addressed the following questions: Is there a relationship between preservice teachers' beliefs about children's literacy knowledge and the way in which they provide literacy information; and, to what degree do preservice teachers' interactions contribute to children's literacy learning? Over a period of 3 months, data were collected using ethnographic techniques of interviews, observations, field notes, and audio tapes. Patterns in the data indicated that preservice teachers and kindergarten children literacy conversations were predominantly adult-initiated and adult-controlled. Furthermore, interview data analysis suggested that preservice teachers' sociocultural beliefs influence their interactional style. Namely, those

preservice teachers who believe that African-American children have deficient language skills seemed to adopt a cultural deficit model of teaching, while the preservice teachers who believed that the children were capable language users seemed to adopt a culturally responsive model of teaching. (Contains 16 references.) (Author/WJC)

ED 400 955

PS 024 622

Schubert, Stacey Cawthon, Laurie

Matched Comparison of PRAMS and the First Steps Database.

Washington State Dept. of Social and Health Services, Olympia.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

Pub Date—Jun 95

Contract—U50/CCU007134-03

Note—68p.

Available from—Washington State Department of Social and Health Services, Office of Research & Data Analysis, Olympia, WA 98504-5402 (Report #7.81).

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—At Risk Persons, Birth Rate, Comparative Analysis, *Databases, Information Sources, Medical Services, Mothers, *Pregnancy, Prenatal Care, *Prenatal Influences, *State Surveys

Identifiers—*First Steps Database, Medicaid, *Pregnancy Risk Assessment Monitoring System, Washington

This study compared some of the survey data collected by the Pregnancy Risk Assessment Monitoring System (PRAMS) to information from vital records and administrative records in the First Steps Database (FSDB) for a group of women who gave birth in 1993. PRAMS is an ongoing survey of Washington women who have given birth. The FSDB contains birth certificate information for all Washington residents who have given birth since 1988, and additional information from the Department of Social and Health Services on those women who received publicly-funded medical care (Medicaid). Most women who responded to the PRAMS survey also had information about their pregnancies in the FSDB. Major findings were: (1) both PRAMS and FSDB are good sources of information for clearly-stated questions pertaining to salient events including due date, dates of birth for mother and child, lengths of delivery stay, and other live births; (2) PRAMS appears superior to the FSDB as a source of information on socially or medically disapproved maternal behavior; (3) Medicaid information in the FSDB appears to better answer questions on Medicaid coverage and medical services than PRAMS; and (4) birth certificate information from the FSDB appears to be a better source than PRAMS for questions about narrowly defined pregnancy events that usually occur early in pregnancy. (WJC)

ED 400 956

PS 024 623

Nordlund, Daniel J. And Others

First Steps PLUS: Yakima First Steps Mobilization Project for Pregnant Substance Abusers. An Interim Evaluation Report.

Washington State Dept. of Social and Health Services, Olympia.

Pub Date—Jul 96

Note—64p.

Available from—Washington State Department of Social and Health Services, Office of Research & Data Analysis, Olympia, WA 98504-5402 (Report #7.71A).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—At Risk Persons, Crisis Intervention, Drug Abuse, Drug Addiction, *Drug Rehabilitation, Health Programs, *Health Services, Integrated Services, Perinatal Influences, *Pregnancy, *Prenatal Care, Prenatal Influences, *Substance Abuse

Identifiers—First Steps Database, *Washington (Yakima)

The Yakima First Steps Mobilization Project for Pregnant Substance Abusers, known as First Steps PLUS, is a demonstration project. The project seeks to improve the health outcomes of pregnant substance abusing women and their infants by enhancing existing perinatal services provided through Washington's First Steps Maternity Care Program and by integrating and coordinating maternity care services with comprehensive substance abuse inter-

vention services. This interim report summarizes development of the project components, describes their implementation, and analyzes the outcome data available to date. The report emphasizes process evaluation, especially related to: (1) the creation and county-wide implementation of a screening tool to access risk of substance abuse among women receiving Medicaid as one component of community mobilization; and (2) completion of the continuum of care for treatment of chemical dependency through improved availability of treatment options. Process measures are described from the beginning of the project in July 1993 through December 1995. Outcome measures are presented for births which occurred between July 1993 and December 1994. Demographic characteristics, risk factors, and birth outcomes are compared for Medicaid and non-Medicaid women residents of Yakima and for Medicaid women who were and were not screened for risk of substance abuse. Appendices include a First Steps PLUS screening form and the diagnosis codes used in identification of substance abuse in the First Steps Database. (WJC)

ED 400 957

PS 024 624

Kreppner, Kurt

Quality of Relationship and Communication Behavior within the Family: Differential Transition Patterns from Childhood to Adolescence.

Pub Date—Aug 96

Note—20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, *Adolescents, *Communication Research, Emotional Adjustment, Family Influence, Foreign Countries, *Interpersonal Communication, Longitudinal Studies, *Parent Child Relationship, *Preadolescents, Speech Communication

Identifiers—*Germany (Berlin)

Formats of communication within families are believed to be relevant contexts for children's development. Cultural values, norms, and interpretation patterns are transferred from parents to children within the family's specific communication framework. The purpose of this project was to study the quality of relationships and the communication patterns among family members during the period of transition from childhood to adolescence. Sixty-seven families with an adolescent child (age 11.6 at the beginning of data collection) participated in a longitudinal study in which adolescents judged the quality of their relationships with their parents at 6-month intervals over a period of 3.5 years. In addition, concrete communication behavior between parents and adolescents was observed and recorded when children were 11.6, 13, 14, and 15 years old. Three groups of adolescents were identified in a cluster analysis. Adolescents in these three groups described the quality of their relationships as being either habitual, ambivalent, or secure. Results indicated that: (1) adolescents differ in their ratings of the quality of their relationship with their parents with regard to the aspects of emotional ambivalence, dependability, and discussion behavior; (2) differences across groups of adolescents who assess the quality of their relationship with their parents remain constant over time; (3) adolescents experience divergent communication cultures in their families. (Contains 26 references.) (WJC)

ED 400 958

PS 024 626

Peterson, Carole Parsons, Tina

Children's Long-Term Memory for Injury.

Pub Date—14 Aug 96

Note—15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 14, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Evidence (Legal), Foreign Countries, *Injuries, Life Events, Longitudinal Studies, *Long Term Memory, Memory, *Recall (Psychology), *Stress Variables

Identifiers—*Memory Span

This study investigated children's memory of stressful, personally meaningful events—in this case, injury experiences. Children (2 to 13 years old) who were brought to the emergency room of a hospital

were recruited as subjects if they had sustained trauma injuries such as broken bones or lacerations requiring suturing. A total of 42 were interviewed within a few days about both the injury and subsequent hospital treatment, and then re-interviewed again at 6 months, 1 year, and 2 years following the incident. To learn the details of the children's injuries, adult witnesses were also interviewed, and their accounts (along with hospital records) were used as the "gold standard" against which the children's recalls were compared for accuracy. Adult witnesses who knew the children well also rated the degree of stress experienced by the children. Results of the study showed that children had excellent long-term memory for their experiences, especially for central (rather than peripheral) details. Also, stress did not affect long-term recall. These findings suggest that the credibility of children's eye-witness testimony to emotionally disturbing events should not be considered inherently weak. (Author/WJC)

ED 400 959 PS 024 628

Wang, Min. Cameron, Catherine Ann

Children's Narrative Expression over the Telephone.

Pub Date—Aug 96

Note—13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Research, *Communication Skills, Expressive Language, Foreign Countries, Interaction, Interaction Process Analysis, Interpersonal Communication, *Literacy, Story Telling, *Telephone Communications Systems, *Verbal Ability, Verbal Communication, Young Children

Identifiers—Canada, *Contextualization, *Decontextualization, Metacommunication

Language used in situations in which speakers cannot rely on shared social, physical, or historical contexts has been referred to as "decontextualized." Many researchers believe that the use of decontextualized language is at the core of literacy—that reading and writing are consummate acts of decontextualization. Somewhat intermediate between face-to-face oral communication and writing is the challenge of talking on the telephone. Children's telephone talk offers an ecologically valid context to ascertain developmental components of metacommunicative awareness of the need to be clear for one's communicative partners and of how to compensate for their physical absence. The purpose of this study was to examine children's story narratives over the telephone versus face-to-face interaction to explore the effects of telephone use on children's discourse. Sixty 4-, 6-, and 8-year-old children told stories based on a wordless picture book to a communicative partner present in the interview room, and then told the story to that same person on the telephone. The study found that four-year-old children created quite different story narratives over the telephone from those related in face-to-face interaction in terms of length, narrativity, and revision. They used significantly more words, syntactically independent T-units, narrative elements, and revisions in their storytelling on the telephone. They adjusted to the demands of the different communication tasks. The only measure not sensitive to treatment differences was specificity, indicating that story telling is one communication task that may not impose as great a demand for specific information as for narrativity under the telephone condition. From face-to-face communication to reading and writing, there is a continuum from contextualization through decontextualization, to further recontextualization. This study indicates that telephone communication resides somewhere on this continuum in terms of the demands the medium imposes for decontextualization. Contains 11 references. (SD)

ED 400 960 PS 024 629

Cameron, Catherine Ann and Others

Creating Peaceful Learning Environments.

Pub Date—Aug 96

Note—9p.; Paper presented at the International Congress of Psychology (16th, Montreal, Quebec, Canada, August 16-21, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, Anger, *Classroom

Environment, Comparative Analysis, *Conflict Resolution, Elementary Secondary Education, Foreign Countries, Interpersonal Competence, *Prevention, Program Effectiveness, Program Evaluation, *Violence

Identifiers—New Brunswick, Social Skills Training

Three action research projects were conducted with the intention of creating peaceful learning environments in Canadian schools from kindergarten to twelfth grade. The first project focused on social skills development, especially conflict management, for elementary school students in a rural New Brunswick school. Staff used Washington state's Seattle Committee for Children's Second Step materials. Although the number of disruptive playground incidents did not diminish significantly, parents and teachers thought that students had developed more prosocial behaviors and had developed skills for handling disputes. The second project evaluated conflict resolution training with elementary and junior high school teachers in an inner city school district. Incidents of violence were less frequent at the intervention school in comparison to the number at the comparison school during the post-test. Teachers identified additional needed work in conflict resolution. The third project engaged high school students in anger management training based on their self reports of disruption of their academic performance from the prevalence of violence in their lives and their suggestion of anger management as a solution. Thirty grade 10 students were randomly assigned to one of two cognitive behavioral treatment groups or to a control group. Eight sessions were conducted twice weekly. Students reported increased awareness of process of anger arousal and increased repertoires of responses. (KDFB)

ED 400 961 PS 024 631

Doxey, Isabel

Three Approaches for Developing Training Materials and Curriculum Policies.

Pub Date—Sep 96

Note—21p.; Paper presented at the Annual Conference of the European Early Childhood Education Research Association (6th, Lisbon, Portugal, September 1-4, 1996).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum, Definitions, Delphi Technique, *Early Childhood Education, *Focus Groups, Foreign Countries, Higher Education, Instructional Materials, Kindergarten, Partnerships in Education, Policy, Policy Formation

Identifiers—Ontario

Agencies funding early childhood education projects, policy analysts, and research consumers have created a demand for research tools generating data with applied reliability. This paper examines the focus group as a social science research tool which meets this demand. Part 1 defines a focus group as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment; describes how the approach is used; and discusses advantages and limitations of its use. Part 2 describes two situations in which focus group methodologies were used. In the first example, a Project Advisory Committee, which was representative of Canadian geography and the early childhood constituency, organized five focus groups in different regions to identify the preferred format and theoretical basis for training materials. A Delphi technique variation was used to corroborate the focus groups' results. In the second example, an Ontario (Canada) effort used focus groups to design new preservice programs for early childhood teachers which combined the best of diploma and degree programs and required the collaboration of community colleges, degree granting universities, and education faculties. There were political, marketing, and public relations advantages to having parents, board of education consultants, and early childhood personnel serving on focus groups to assist in developing this program. Part 3 presents a perspective about the role of research in policy development and describes a new policy initiative for early years curriculum development, following an extensive study into exemplary kindergarten practice. Contains 10 references. (KDFB)

ED 400 962 PS 024 632

Doxey, Isabel

Preparing Early Childhood Educators: Relation-

ship Theory and Field Experiences.

Pub Date—Sep 96

Note—18p.; Paper presented at the European Early Childhood Education Research Conference (6th, Lisbon, Portugal, September 1-4, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperating Teachers, Early Childhood Education, Faculty Advisers, *Field Experience Programs, Foreign Countries, Higher Education, *Practicums, Practicum Supervision, Preservice Teacher Education, Student Teachers, Student Teacher Supervisors, *Teacher Education Programs, Teacher Educators, *Teacher Student Relationship, Teaching Experience

Identifiers—Ontario (Toronto), Ryerson Polytechnical Institute (Canada)

Field education or the practicum experience is at the core of most early childhood education preservice programs because it is viewed as the most significant contributor to the development of professional expertise. The Early Childhood Education Program at Ryerson Polytechnical University in Toronto, Canada, requires 600 hours of field education over 4 years. This study defined the relationships between students and field education associates and between students and institute faculty members, examined the relationships' priority to students, and discussed the implications of the field experience for students' professional development. Students selected randomly from all 4 years of the program were surveyed to identify characteristics of positive relationships with field education associates and faculty advisers and how these characteristics were prioritized in comparison to subject knowledge and expertise, the ability to model exemplary practices, and the ability to provide resources and program planning assistance. Results indicated that personal qualities such as patience and flexibility and relationship characteristics such as accessibility and supportiveness both individually and together were viewed as more important than professional expertise for both field education associates and faculty advisers. (Contains 32 references.) (KDFB)

ED 400 963 PS 024 634

Wiggins, R. D. Wale, C. J.

Intergenerational Analysis of Literacy and Numeracy Outcomes for Children of NCDS Cohort Members.

Economic and Social Research Council, Lancaster (England).

Pub Date—96

Note—31p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Children, *Family Environment, Foreign Countries, Illiteracy, *Literacy, Longitudinal Studies, *Numeracy, Parent Influence, *Parents, Reading Skills, Writing Skills

Identifiers—England, *Family Literacy, Intergenerational Transmission

This study examined whether parents who lack numeracy, literacy, or writing skills transmit their difficulty to their children. The study also sought to determine whether other family or child characteristics relate to children's basic skills; if child outcomes or predictors display between-family variation; and if child outcomes display any differing variability as a function of child or family characteristics. The study used a multivariate multilevel analysis to evaluate intergenerational transmission of literacy and numeracy for a sample of 2,647 children (ages 5 to 17 years) born to 2,150 33-year-old cohort members of the fifth sweep of the National Child and Development Study conducted in 1991. Child level data were obtained from interviewing the child's mother and through the Mathematical Assessment and Reading Recognition subtests from the Peabody Individual Achievement Test. Results revealed a steady decrease in variance of mathematics and reading up to 11 years of age followed by an increase in variance. Even with age standardized scores, the effect of age on the outcomes must be considered. Substantive conclusions reflected the power of a multilevel approach to reveal variation in parameter estimates beyond a conventional regression approach. Parental qualifications and social class were influential determinants of children's achievement. Parent's difficulty in writing had a di-

rect effect on child outcomes. There were a number of interactions within and between families involving preschooling, learning difficulties, age, and gender. (Contains 26 references.) (KDFB)

ED 400 964 PS 204 637

Ginn, Charles W.

Families: Using Type To Enhance Mutual Understanding.

Center for Applications of Psychological Type, Inc., Gainesville, FL.

Report No.—ISBN-0-935652-26-4

Pub Date—95

Note—55p.

Available from—CAPT, Inc., 2815 NW 13th Street, Suite 401, Gainesville, FL 32609-2815 (Product No. 60022, \$10 plus \$4 shipping).

Pub Type—Guides - Non-Classroom (055) — Books (010)

Document Not Available from EDRS.

Descriptors—*Extraversion Introversion, Family (Sociological Unit), Family Life, Family Needs, *Family Relationship, *Individual Differences, Individual Psychology, Interpersonal Communication, Interpersonal Relationship, *Personality, *Personality Measures, *Personality Traits, Psychological Characteristics

Identifiers—Myers Briggs Type Indicator

Functioning effectively within a family requires the ability to communicate with diverse and unique individual family members. Appreciating the different ways that people interact with one another may reduce the number of family disputes caused by lack of effective communication. This manual is designed as a practical guide to increasing understanding of personality preferences and differences of family members, including a focus on helping couples understand and strengthen relationships. The guide asserts that the Myers-Briggs Type Indicator (MBTI), which has become the most widely accepted psychological instrument in the world for use with the general population, can help turn good intentions into effective communications through mutual understanding of personality preferences. The guide describes the MBTI, including its four scales, emphasizing the non-judgmental nature of the indicator. Each personality preference category/type is described, including basic characteristics, favored functions, how a person of that type deals with family problems, and what to do when communicating with people of that type. Other topics include "active listening" across type differences, and family norms. A list of further resources is included. (BGC)

ED 400 965 PS 204 644

duMond, Marge, Ed.

Stand for Children: Pray, Speak Out, and Act.

Multi-Faith Resource Materials 1996.

Children's Defense Fund, Washington, D.C.

Pub Date—96

Note—42p.

Available from—Children's Sabbath, P.O. Box 90500, Washington, DC 20090-0500 (\$5, plus \$3 shipping and handling. Discount on quantity orders).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Child Advocacy, Childhood Needs, Christianity, *Church Programs, Community Services, Cultural Activities, Instructional Materials, *Interfaith Relations, Judaism, Newsletters, *Religious Cultural Groups, *Religious Education, *Religious Holidays, Religious Organizations, Resource Materials, Spanish Speaking

Identifiers—Children's Defense Fund, Islam, Muslims, *National Observance of Children's Sabbaths, Worship Services

The primary goal of the Children's Sabbaths and Children's Days is to inspire new long-term actions to help children and families. During the Children's Sabbath, religious services and programs focus on the needs of children and ways in which the religious community can help meet those needs. This booklet is designed to provide religious congregations with the resources they need to begin planning a special Children's Sabbath or Children's Day during the National Observance of Children's Sabbaths on October 18-20, 1996. The booklet contains the following sections: (1) "A Letter from Marian Wright Edelman," urging people to participate in Children's Day activities and requesting that groups participating also let the Children's Defense Fund know of their plans; (2) "Suggestions for Planning Your Children's Sabbath or Children's Day," including a sample news release and sample media coverage; (3) "Bulletin Inserts," including material

that may be photocopied for newsletters; (4) "Resources for Religious Services," including an interfaith service, Spanish-language resources, suggestions for mosques, and prayers and reflections concerning children; (5) "Activity Ideas for All Ages," including activities to stimulate reflection and further action among religious congregations on behalf of children; (6) "Education Resources," including a list of suggested religious education materials for Muslim children and resources for Spanish-speaking children; (7) "Follow-up Suggestions and Resources," including activities for education, service, and child advocacy as well as lists of books, multi-faith materials, and organizations for child advocacy. (AA)

ED 400 966 PS 204 649

Eastman, Wayne

Television Literacy: Making the T.V. Work for Young Children, Parents and Early Childhood Educators.

Pub Date—May 96

Note—29p.; Paper presented at the National Conference of the Canadian Association for Young Children (Toronto, Ontario, Canada, May 24-26, 1996). Parts of this paper were published in "Canadian Children, The Journal of the Canadian Association for Young Children," Volume 20, 1995. Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Broadcast Television, Child Behavior, Child Caregivers, Child Development, Child Health, Children's Television, Foreign Countries, *Mass Media Role, Mass Media Use, Parent Role, Parents, Preschool Education, Programming (Broadcast), Television, *Television Viewing, Violence, Young Children

Identifiers—Canada, *Television Literacy

Television plays a dominant role in our society; however, television on its own is neither bad nor good. It offers children benefits such as education and entertainment, but television can impact negatively on young lives by detracting children from other activities such as physical and dramatic play. The effect of television on children's behavior is further accentuated when one considers that very young children have difficulty separating fact from fantasy. There is increasing evidence that suggests children's health is affected by television. With television intruding into the lives of preschoolers, it is essential that parents and educators teach children "television literacy" and provide them with the skills and language to think and talk about television. A number of strategies can be used by parents and early childhood educators to take control of television viewing and its effects, especially the effect of viewing violence on television. Appendices include various materials, such as a list of effects TV has on young children, child development facts, "A Developmental Framework for Assessing Television," guidelines for using TV in the home, and strategies for using videotapes. (Contains 12 references.) (Author/BGC)

ED 400 967 PS 204 652

Ferguson, T. And Others

(Dys)functional Guilt and Shame in Developmental Perspective.

Pub Date—Aug 96

Note—12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adults, Anger, Child Behavior, *Child Development, Children, *Emotional Problems, Emotional Response, Foreign Countries, *Guilt, Individual Psychology, Interpersonal Relationship, Moods, Moral Development, *Psychological Patterns

Identifiers—Embarrassment, Emotions, *Pride, *Shame

Sociologists and psychologists have shown increasing interest in moral emotions such as pride, shame, and guilt, including their developmental role. While these emotions have an important part in normal development, the chronically shame-prone person has feelings of worthlessness, incompetence, and helplessness; a guilt-prone person dwells on imagined wrongs to be undone; and a pride-prone person risks social rejection. This study examined the extent to which various measures of guilt- and shame-proneness in children were differ-

entially related to symptoms thought to be associated with development of internalizing and externalizing symptoms. The study involved both child and adult samples. The child sample consisted of 104 children from 5 to 12 years old, along with their parents. The children were tested, including completion of the Child Attribution and Reaction Survey-Child Version (C-CARS), Children's Interpretations of Interpersonal Distress and Conflict (CIIDC), and the Semi-Structured Clinical Interview for Children (SCIC). Parents completed the Child Behavior Checklist (CBCL). The adult sample consisted of 102 college students in a psychology course. They completed the MMPI-2 and measures dealing with guilt- and shame-proneness. Results showed few indications that non-ruminative forms of guilt-proneness were related to psychological symptoms in either adults or children, but that it is premature to conclude that guilt is primarily adaptive in nature. Projective indicators of guilt were related strongly to shame-proneness, which itself was a salient variable in predicting externalizing symptoms in both children and adults. (Contains 20 references.) (BGC)

ED 400 968 PS 204 660

Ungerer, J. A. Harrison, L. J.

Children's Interactive Style with Parents, Teachers and Strangers: A Comparative Study across Three Contexts.

Pub Date—Aug 96

Note—20p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attachment Behavior, Behavior Development, Caregiver Child Relationship, Context Effect, Early Childhood Education, Emotional Response, Foreign Countries, *Interaction, Interpersonal Relationship, Models, *Parent Child Relationship, Social Behavior, Stranger Reactions, Teacher Student Relationship, Toddlers, Young Children

Identifiers—*Adult Child Relationship

Numerous studies have demonstrated predictive links between children's attachment relationships with parents and teachers and their success in the social contexts of child care and school. This body of research underlines the importance of children's ability to establish positive relationships with adults and to effectively use these adults to meet their social and emotional needs. This study used an observational procedure, based on White and Watt's (1973) categories for assessing children's social interactions with adults, to measure the social abilities of 68 2.5-year-old children across social contexts of the home, the child care center, and the "strange situation." Children's social bids were defined as: (1) seeking attention; (2) seeking help; (3) seeking to control; (4) seeking emotional support; (5) initiating play; and (6) offering help. Affectionate and hostile behaviors toward adults were also recorded. The contexts in which children's social interactive behaviors were assessed placed differing social and emotional demands on them. Results led to arguments for hierarchical versus independent models of child-adult relationships, assessing whether the mother-child prototype for social interaction with adults or the differing demands of separate social contexts determines children's social interactive style. The results also have implications for interpreting observational research across different cultural contexts. (Contains 20 references.) (BGC)

ED 400 969 PS 204 663

Smith, Peter K. Madsen, Kirsten C.

Action against Bullying.

Pub Date—Aug 96

Note—11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Antisocial Behavior, Behavior Modification, *Behavior Problems, *Change Strategies, Childhood Attitudes, Classroom Techniques, *Conflict Resolution, Curriculum Development, *Discipline, Elementary Secondary Education, Foreign Countries, Interpersonal Competence, *Intervention, Peer Relationship, Program Evalu-

ation, Punishment, Social Behavior, Social Cognition, *Student Behavior, Videotape Recordings Identifiers—*Bullying, England (Sheffield)

This poster presentation outlines the work of the DFE Anti-bullying project. In the first part of the poster the results of a large scale survey in the United Kingdom are presented. The results show the extent and nature of bullying. The questionnaire survey was administered to students from 24 schools in and around Sheffield, a northern industrial city in England. The paper suggests that bullying is a serious problem that often carries over into adulthood, with long-term effects on self-esteem and on the ability to cope in adult relationships. The second part of the paper describes a study developed in response to the reports of the prevalence of school bullying, the harmful consequences of bullying, and the concern about the issue in the teaching profession and the public at large. During the project different intervention methods were applied in 23 schools in the Sheffield area. Significant reductions in the amount of bullying were found. Additionally, teachers reported that children's attendance increased and the anti-bullying work supported other areas of school life. Finally, a kit and video titled "Don't Suffer in Silence: An Anti-Bullying Pack for Schools," published by the British Department of Education, is described and evaluated. (AA)

ED 400 970

PS 024 664

Rickman, David L.

Individual Differences in Verbal and Nonverbal Fluency Measures.

Pub Date—6 Aug 96

Note—8p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Brain Hemisphere Functions, *Cognitive Measurement, *Cognitive Processes, Educational Attainment, Handedness, Lateral Dominance, Neurolinguistics, Neurological Organization, *Nonverbal Communication, Sex Differences, *Verbal Ability, Verbal Communication Identifiers—Brain, Brain Functions, Brain Research, Mental Skills

According to A. R. Luria (1973) the cerebral organization of mental activity can be understood through analyzing how mental activity is altered in different local brain lesions. Recent brain function research has used this approach in locating areas of the brain involved in specific processes. This study recognized the importance of this method for locating specific cognitive processes within the brain, while stressing the need for more normative studies that answer the "how" and "what," not just the "where" and "when," of normal frontal lobe function. The study involved administering verbal and nonverbal fluency tests to 67 non-patients, investigating the effects of individual differences. The hypotheses of this study were that: (1) design fluency measures would correlate with word fluency measures; and (2) gender, education, handedness, eyedness, and other functions would not be associated with the verbal and non-fluency measures. Results suggested that no significant gender effects exist across all fluency and handedness measures. Eyedness was found to significantly affect measures of nonverbal fluency. Design fluency was revealed as the possible nonverbal analogue to word fluency. The hypothesis that education is not associated with fluency measures was rejected. (BGC)

ED 400 971

PS 024 667

Mendoza, Yolanda

Developing and Implementing a Parental Awareness Program To Increase Parental Involvement and Enhance Mathematics Performance and Attitude of At-Risk Seventh Grade Students.

Pub Date—May 96

Note—142p.; Master's Final Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*At Risk Persons, *Educational Improvement, *Educational Strategies, Grade 7, Junior High Schools, *Mathematics Achievement, Mathematics Instruction, Parent Influence, Parent Participation, Parent School Relationship, *Parent Student Relationship, Program Development, Questionnaires, Skill Development, Student Attitudes, Student Improvement, *Student Motivation, Workshops

A practicum program was developed and imple-

mented to increase parental involvement, teach parents how to help their children, reverse parents' and students' negative attitudes toward mathematics, and enhance mathematics performance of at-risk seventh-grade students. The objectives of the program were to increase parental involvement by 40 percent, increase parental knowledge and reverse their negative attitudes toward mathematics by 40 percent, to change students' attitude toward mathematics and increase motivation by 40 percent, and to enhance student achievement by 35 percent. This practicum was implemented with seventh-grade mathematics students who were enrolled in an alternative education program. Parents and students attended specialized evening workshops, and additional motivational strategies were used in the classroom. Surveys, questionnaire, and observation were used to measure achievement of the objectives. Results indicated that all the objectives were successfully met by both the target parents and students. (Seven appendices include a parent participation survey, an attitude and beliefs toward mathematics survey, parent involvement survey, post evaluation questionnaire, and anecdotal comments. (Contains 66 references.)) (AA)

ED 400 972

PS 024 668

Dean, Cindy M.

Increasing Intermediate Teachers' Awareness of Reading Styles and Strategies To Improve Students' Learning.

Pub Date—Apr 96

Note—114p.; Educational Specialist Practicum Proposal, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, *Cognitive Style, Elementary Education, Elementary School Students, Grade 3, Grade 4, Grade 5, *Instructional Development, *Instructional Effectiveness, Intermediate Grades, *Reading Achievement, *Reading Instruction, Student Attitudes, Student Characteristics, *Teacher Role, Teaching Methods

The program presented in this practicum was implemented to increase a target group of intermediate teachers' awareness of reading styles and strategies to improve students' learning in an urban elementary school. The setting for the project is a five-year-old public elementary school representing a broad range of socioeconomic backgrounds and cultures. A target group of 8 teachers, grades 3 through 5, was established for the program. Strategies included teachers discovering their own teaching style, learning student reading style preference, and practicing the administration and analysis of the Reading Styles Inventory. Teachers also learned how to develop hands-on materials and design their classrooms to meet the needs of their students. Levels of success were measured by at least 7 of the 8 participants showing at least a 10 percent increase on the teacher-made pre- and posttest of teacher attitudes and on a reading pre- and posttest which determined knowledge acquired. In addition, a teacher's implementation plan checklist determined 100 percent task completion among the targeted teachers. All program objectives were met. Appendices include assessment instruments, memos, agendas, thank you notes from participants, a newspaper article, suggested material list, copyright guidelines, and assessment results. Contains 13 references. (Author/AA)

ED 400 973

PS 024 669

Escobedo, Theresa H.

Play at the Art Table: A Study of Children's Play Behaviors while Drawing.

Pub Date—Apr 96

Note—30p.; Paper presented at the Annual Conference of the Association for the Study of Play (Austin, TX, April 25-27, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Age Differences, Child Development, *Childrens Art, Exploratory Behavior, *Freehand Drawing, Games, Humor, Imagination, *Language Acquisition, Observation, *Play, Pretend Play, *Young Children

Identifiers—Constructive Play, Guided Discovery Approach

This descriptive study examined children's drawings and related language episodes to differentiate drawings exhibiting play from those exhibiting exploratory behavior. Drawings categorized as play

were further analyzed to identify constructive and imaginary play. The play theory used as the basis of the study proposes that exploration and manipulation are prerequisites to meaningful play experiences. Because language development shares a cognitive basis with symbolic play, language episodes were used as possible indicators of children's intentional play not evident from actions alone. Four 4- and 5-year-olds participated. Data were collected through video tape, observation notes, and 120 drawings produced during 8 weekly 90-minute sessions. A child-centered, guided-discovery approach was used to introduce children to the art activities. Audiotapes were transcribed and checked against notes and videotapes to coordinate the children's language and actions. After analysis of the drawings and descriptive data, about 68 percent of the drawings were categorized as Meaningful Play (as opposed to Exploration or Manipulation), with about 43 percent categorized as Constructive Play and 25 percent as Imaginative Play. Four-year-olds had a higher percentage of their drawings categorized as Non-Play and a lower percentage categorized as Play than did 5-year-olds. Five-year-olds used Imaginative Play more often than 4-year-olds. The two older children exhibited imaginary and pretend play that included transformation of objects for constructive and pretense purposes. They also evidenced play with words, humor, and games. (Contains 27 references.) (KDFB)

ED 400 974

PS 024 671

Turvey, Patricia J.

Providing Inservice Strategies To Motivate and Improve Middle School Teachers' Use of Inclusion Teaching.

Pub Date—Jun 96

Note—93p.; Master's Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Access to Education, Classroom Environment, *Curriculum Development, Disabilities, Educational Quality, Educational Strategies, Elementary School Teachers, *Inclusive Schools, *Inservice Teacher Education, Instructional Materials, Intermediate Grades, Junior High Schools, Knowledge Base for Teaching, Mainstreaming, *Middle Schools, Professional Development, Regular and Special Education Relationship, Secondary School Teachers, Student Needs, *Teacher Attitudes, Teacher Improvement, Teaching Experience, Teaching Methods

Identifiers—*Diversity (Student)

A practicum project was developed and implemented to encourage teachers' use of inclusion teaching. The objectives of the practicum were to increase targeted teachers' knowledge and understanding of inclusion programs by 20 percent, increase their knowledge of co-teaching 20 percent, and demonstrate their knowledge of adapting the curriculum for an inclusion setting by creating two curriculum units. The target group consisted of sixth, seventh, and eighth-grade teachers in a middle school on the eastern coast of Florida. The teachers attended 12 school-based workshops on inclusion intended to provide instructional strategies to motivate and improve their use of inclusion teaching. Participants received 12 in-service points for successful completion of the workshops. Results of pre- and posttest assessments indicated that all the program objectives were met, with the target group improving greatly in all areas. (Nine appendices include a Needs Assessment Survey, the pre/post test, a list of pros and cons for inclusion, solutions to inclusive problems, a checklist of required components for curriculum units, a chart showing the degree of change in teacher knowledge, and the curriculum units developed for use in co-taught classes. Contains 16 references.) (AA)

ED 400 975

PS 024 672

Karasawa, Mayumi And Others

A Cross-Sectional Profile of Japanese Children's (Ages 8-13) Action-Control Beliefs.

Pub Date—Aug 96

Note—10p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Age Differ-

ences, *Childhood Attitudes, *Children, *Cross Cultural Studies, Cross Sectional Studies, *Cultural Differences, *Cultural Influences, Expectation, Foreign Countries, Self Efficacy, *Student Attitudes, Student Motivation
Identifiers—*Japan, Means Ends Analysis

This cross-sectional study examined Japanese children's action-related beliefs about school performance and compared them with comparable data available from studies of German, Russian, and American cultures. A total of 817 Japanese children aged 8 to 13 years completed the Control, Agency, and Means-Ends Interview (CAMI), which assesses general control expectancy, four self-related agency beliefs (effort, ability, luck, and teachers), and five causality-related means-ends beliefs (effort, ability, luck, teachers, and unknowns). The CAMI had shown strong cross-cultural validity, but it had not yet been validated with Japanese children. Academic performance was represented by the teachers' assigned math and Japanese language grades. The findings indicated that the original factor structure of the CAMI mostly fit the Japanese children; thus, there were many intercultural similarities in the CAMI constructs that were likely related to commonalities in teaching formats and beliefs about academic performance associated with formal schooling. However, there were differences in self-related agency beliefs that appear to stem from cultural influences specific to Japanese society. Specifically, Japanese children placed a higher relative emphasis on effort than ability than did children in other cultures. The belief in effort as a mean for academic success was quite strongly endorsed by the Japanese children, and this endorsement was stronger with older Japanese children than with younger. The correlation between agency effort and academic achievement in Japanese children was weaker in comparison to the relationship found in other Western cultures. The role of luck and the relationship between effort and ability evinced unique patterns in Japan. (Contains 20 references.) (KDFB)

ED 400 976 PS 024 673

Tomic, Welko Kingma, Johannes

Three Theories of Cognitive Representation and Their Evaluation Standards of Training Effects.
Spons Agency—Open Univ., Heerlen (Netherlands).

Pub Date—96

Note—49p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Children, *Cognitive Development, Cognitive Structures, *Concept Formation, Developmental Stages, Foreign Countries, Individual Development, Learning Processes, *Piagetian Theory, *Training, *Transfer of Training
Identifiers—Bruner (Jerome S), Galperin (P J), Piaget (Jean), Representational Competence, Representational Thinking, *Vygotsky (Lev S)

The development of cognitive representation is the main theme of three classic theories (Piaget, Bruner, Vygotsky) on how children learn concepts. Piaget considered structural change as a necessary condition for development; Bruner emphasized both internal and external function and the structural changes brought about by function; and Vygotsky stressed the reciprocal relationship between structure and function. While these theories converge to some degree with respect to effectively influencing the development of cognitive representation, they do not agree on evaluation standards for training effectiveness. Piaget and Galperin, a student of Vygotsky, would contend that it is only when stringent criteria for evaluating training effects are met (such as when the child can solve a wide range of transfer problems after training), and when the training results are durable, that one can conclude that the child's representation has changed. Many American training studies deal with specific training effects with only minor transfer and do not investigate the duration of the effect, making it impossible to conclude that representation changes through training. However, replications of long-term training studies using Obuchova's (1966) method—which maintains the same criteria used by Piaget—have shown that cognitive representation does change. The outcomes of training studies conducted by different theoretical schools clarify that one can examine only whether and to what extent cognitive representation is changed when stringent criteria are used to assess the effect of learning. (Contains 55 references.) (Author/KDFB)

ED 400 977 PS 024 674

Tomic, Welko Kingma, Johannes

On the Relation Between Seriation and Number

Line Comprehension: A Validation Study.

Spons Agency—Open Univ., Heerlen (Netherlands).

Pub Date—96

Contract—A1235; H56-314

Note—25p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Developmental Stages, Foreign Countries, Individual Development, *Number Concepts, Pattern Recognition, Preschool Education, Primary Education, *Serial Ordering, *Young Children

Identifiers—Dimensional Values (Psychology), Number Line, *Seriation

Seriation refers to the process of ordering objects along single or multiple magnitude dimensions such as length, weight, and color. The ability to order objects in terms of some attribute is essential for the child's understanding of the properties of numbers. This study investigated the effect on seriation performance of increasing both the salient features of the relevant dimension of a seriation task and the number of objects in the series, as well as the predictive value of seriation tasks on number line comprehension. The subjects were 310 children from preschool, kindergarten, and grades 1 and 2. Sixteen seriation tasks were administered along with number line comprehension tasks. The results indicated that 10 to 37 percent of the preschoolers and young kindergarten students were able to construct a correct series of tasks with 6 objects in which the relevant feature was made more salient. A sharp decrease in the seriation performance was observed for these children when the number of objects in the same seriation tasks was increased from 6 to 10. The majority of the children solved the seriation tasks with 6 objects and salient dimensions perfectly. The increase in the number of objects from 6 to 10 produced a decrease in seriation performance varying between 4 and 25 percent. In primary grade 2, all the children were able to perform the different types of seriation tasks correctly. Stepwise multiple regression analyses revealed that a selection of 6 seriation tasks (3 with 6 objects and 3 with 10 objects) predicted a multiple $R = .86$ for performance on the number line comprehension tasks. Adding salient features to the seriation as well as varying the number of objects provided a set of tasks suitable for investigating the development of seriation in preschoolers and kindergarten students. (Contains 26 references.) (KDFB)

ED 400 978 PS 024 676

Nelissen, Jo M. C. Tomic, Welko

Reflection in Russian Educational Psychology.

Spons Agency—Open Univ., Heerlen (Netherlands).

Pub Date—96

Note—44p.

Pub Type—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Cognitive Development, *Cognitive Processes, Comparative Analysis, Comparative Education, Cultural Influences, Educational History, Educational Psychology, Educational Research, *Educational Theories, Foreign Countries, *Thinking Skills

Identifiers—Historical Background, Leontiev (Alex A), Luria (A R), Reflection Process, *Reflective Thinking, Russia, Vygotsky (Lev S)

This paper discusses the cultural-historical school founded by Vygotsky, Luria, and Leontiev as the theoretical background of Russian educational psychologists who have been studying how children learn to reflect. Two approaches to reflection are examined within the cultural-historical tradition: first, reflection-like other higher psychological functions—is formed in socio-cultural practice (interaction); and second, according to Vygotsky, "scientific concepts" are by their very nature reflective, while the way in which the concepts themselves are formed must invoke reflection. The paper then discusses three groups of empirical studies conducted by Russian researchers in the field of reflection: the first consists of those which conform to the cultural-historical theory and which are closely related to Dawydov's elaboration of this theory; the next group is interested in particular in the relationship between "personal" and "intellectual" reflection within the framework of problem solving; and the

third group sees a connection between reflection and attribution (self-evaluation). These studies furthermore investigate how reflection evolves from interaction. The paper's concluding section classifies these studies and describes what educational practice can learn from the research on learning to reflect. Contains 55 references (Author/AA)

ED 400 979 PS 024 677

Brody, Gene H., Ed.

Sibling Relationships: Their Causes and Consequences.

Report No.—ISBN-1-56750-181-8; ISSN-0748-8572

Pub Date—96

Note—268p.; For individual papers, see PS 024 678-687.

Available from—Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (paperback: ISBN-1-56750-181-8; \$24.50; hardcover: ISBN-1-56750-180-x, \$49.50; no shipping charge on pre-paid orders).

Journal Cit—Advances in Applied Developmental Psychology; v10 1996

Pub Type—Books (010)—Collected Works - Serials (022)—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, Birth Order, *Context Effect, Emotional Development, *Family (Sociological Unit), *Family Environment, Family Life, Family Size, Family Structure, Individual Development, Individual Differences, Kinship, *Sibling Relationship, Siblings

Identifiers—Sibling Attitudes, Sibling Rivalry

This volume in the Applied Developmental Psychology Series consists of a collection of papers on current sibling research and theory. Prominent researchers and academicians in developmental psychology present reports on aspects of sibling relations in an effort to better understand individual and family growth. These scholars have dealt with questions of social and emotional development, the role of shared and non-shared environment on siblings, consequences of divorce and other family difficulties, and ways to treat sibling and family problems. The specific topics of study included: (1) "Siblings, Parents, and Peers: A Longitudinal Study of Social Influences in Adolescent Risk for Alcohol Use and Abuse"; (2) "Brothers and Sisters in Middle Childhood and Early Adolescence: Continuity and Change in Individual Differences"; (3) "Sibling Relationships in Middle and Old Age"; (4) "Siblings, Behavioral Genetics, and Competence"; (5) "Adult Sibling Relationships: Racial and Ethnic Comparisons"; (6) "Personality and Sibling Relationships"; (7) "Delinquency and IQ: Using Siblings to Find Sources of Variation"; (8) "The Family Contexts of Children's Sibling Relationships"; (9) "Negative Sibling Interaction Patterns as Predictors of Later Adjustment Problems in Adolescent and Young Adult Males"; and (10) "A Risk-Amelioration Model of Sibling Relationships: Conceptual Underpinnings and Preliminary Findings." (SD)

ED 400 980 PS 024 678

Conger, Rand D. Reuter, Martha A.

Siblings, Parents, and Peers: A Longitudinal Study of Social Influences in Adolescent Risk for Alcohol Use and Abuse.

Pub Date—96

Note—36p.; In: Sibling Relationships: Their Causes and Consequences; see PS 024 677.

Journal Cit—Advances in Applied Developmental Psychology; v10 p1-30 1996

Pub Type—Reports - Research (143)—Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, *Alcohol Abuse, Alcoholism, Drinking, *Family Influence, Individual Development, Parent Child Relationship, Parents, *Peer Influence, *Sibling Relationship, Siblings

Identifiers—Iowa State University, Sibling Attitudes, *Social Process Model

Early adolescent alcohol use and abuse has become a public health issue. Research studies indicate that early adolescent drinking may lead to emotional, social, and academic impairments, health and developmental problems, and even death. This study emphasized the need to better understand the predisposing triggers of adolescent alcohol use (especially factors that increase the child's probability of associating with antisocial peers) in order to identify effective prevention and

intervention programs. The study proposed a social process model of adolescent drinking behavior, which focuses on factors within the family that promote deviant peer relations and specifically addresses the role of siblings in family risk factors. A 4-year investigation of 371 families found that there are important connections among sibling, parent, and target adolescent drinking behavior. Substance abuse problems among mothers had strong concurrent and delayed indirect influences on their adolescent children. Study findings also supported the theory that frequent and problematic drinking by siblings exacerbate the adolescent participant's tendency to drink. This influence was found to be concurrent in near-age siblings and indirect in terms of the target adolescent's selection of friends who drink. The study concluded that the abuse of alcohol by parents is only part of the total influence on an adolescent, and that the behavior of siblings is an important risk factor for adolescent drinking problems. (Contains 31 references.) (SD)

ED 400 981 PS 024 679

Dunn, Judy
Brothers and Sisters in Middle Childhood and Early Adolescence: Continuity and Change in Individual Differences.

Pub Date—96
Note—17p.; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.
Journal Cit—*Advances in Applied Developmental Psychology*; v10 p31-46 1996
Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, *Age Differences, Birth Order, *Context Effect, Family Attitudes, Family Influence, Family Role, *Individual Differences, Preadolescents, Sex Differences, Sex Role, *Sibling Relationship, Siblings, Socioeconomic Influences

Identifiers—*Sibling Attitudes, *Sibling Rivalry

The Cambridge Sibling Study sought to investigate the structure of sibling relationship changes as children grow up, and the patterns of individual differences in these relationships in middle childhood and adolescence. It followed a group of siblings from 43 families from the preschool period through middle childhood and early adolescence. Four specific areas concerning the sibling relationship were focused upon: (1) stability in the quality of sibling relationships; (2) significant life events and their association with changes in the relationships; (3) changing significance of socioeconomic status and gender as the children reached adolescence; and (4) family members' views on important contributors to change. The study found that there was considerable stability in the participants' behavior and feelings toward their siblings, particularly for the older sibling. Siblings were found to become closer to one another and more supportive during life events with negative impacts. Gender of siblings became more important in the sibling relationship by the age 12 or 13, as did socioeconomic status of the family. (Contains 35 references.) (SD)

ED 400 982 PS 024 680

Cicirelli, Victor G.
Sibling Relationships in Middle and Old Age.

Pub Date—96
Note—28p.; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.
Journal Cit—*Advances in Applied Developmental Psychology*; v10 p47-73 1996
Pub Type—Information Analyses (070) — Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Children, *Adult Development, Birth Order, Family Role, Middle Aged Adults, *Older Adults, *Sibling Relationship, Siblings

Identifiers—Metamethodology, *Sibling Attitudes, Sibling Rivalry

The research discussed in this article focuses on the relationship between siblings in adulthood and the relationship's effects on the siblings themselves. The report begins with a substantial review of the literature on siblings in adulthood, focusing on the meaning of the sibling relationship, methodological problems in studying adult siblings, existence of the sibling relationship in late adulthood, quality of the sibling relationship, effects of siblings on well-being, sibling help in old age, and sibling help to elderly parents. The next portion of the report describes

research built upon a metamodel labeled *Organistic/Quasi-Contextualism*, which combines a unidirectional, irreversible programmed theory of development with a multidirectional, reversible approach. The article discusses implications of this model for sibling research, the applicability of adult attachment theory, and the author's empirical research on these questions. Specifically, findings include that during early adulthood siblings spend less time with one another and levels of distance and indifference arise, while during middle and old age there is a tendency for siblings to become close. The relationship shows evidence of siblings acting as helping agents, especially when issues of caring for parents arise, and of increasing psychological support due to increased dependency, decline in physical or mental health, and the lack of a spouse or adult children. (Contains 81 references.) (SD)

ED 400 983 PS 024 681

Plomin, Robert And Others
Siblings, Behavioral Genetics, and Competence.

Pub Date—96
Note—31p.; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.
Journal Cit—*Advances in Applied Developmental Psychology*; v10 p75-104 1996
Pub Type—Information Analyses (070) — Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adult Development, Causal Models, *Context Effect, *Etymology, Evaluation Methods, Family Environment, *Genetics, Heredity, Nature Nurture Controversy, *Sibling Relationship, Siblings, Sociobiology

Identifiers—*Behavioral Psychology, Genetic Diseases

This chapter argues for the value of sibling research in addressing behavioral genetic issues on the etiology of individual differences. The goal of the report is to provide a set of simple and practical examples of sibling analyses in order to highlight the importance of incorporating siblings in future research. It begins with a discussion of behavioral genetics and individual differences, and then proceeds to present five specific types of sibling analysis: (1) univariate sibling analysis, which estimates the importance of shared familial influences in development; (2) nonshared sibling analysis, which asks why siblings are so different; (3) developmental sibling analysis, which investigates the how the contribution of familial factors changes during development; (4) multivariate sibling analysis, which studies how familial factors overlap in influence on specific traits; and (5) DF sibling analysis, which examines familial links between the normal and abnormal. Contains 42 references. (SD)

ED 400 984 PS 024 682

Riedmann, Agnes White, Lynn
Adult Sibling Relationships: Racial and Ethnic Comparisons.

Pub Date—96
Note—27p.; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.
Journal Cit—*Advances in Applied Developmental Psychology*; v10 p105-126 1996
Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adults, Asian Americans, Blacks, Context Effect, Cultural Influences, Ethnic Groups, Ethnicity, Family Environment, Family Size, Hispanic Americans, *Minority Group Influences, *Racial Differences, *Racial Factors, *Sibling Relationship, Siblings, Whites

Identifiers—African Americans, *Sibling Attitudes

Scholars have argued that siblings are ideally suited to provide social support, but there is little research concerning the level of social support provided by siblings, or whether this form of extended-family support is more or less available in minority families. This study examined racial and ethnic differences in sibling relationships for what they can reveal about the strength of the laterally extended family. It reviewed theory and research on the extended family among majority and minority populations, and then used a large national data set to compare an aspect of the extended family—adult sibling relationships—among African-, Hispanic-, Asian-, and non-Hispanic white Americans. Sibling relationships were assessed on four dimensions: coresidence, contact, actual exchange, and potential support. Results provided no consistent evidence

that one race/ethnic group has stronger sibling ties than any other. Rather, there seemed to be significant differences across groups in the form that sibling solidarity takes. The strength of the Hispanic- and African American sibship was a greater willingness to take siblings into their home. Asian Americans were distinguished by a greater willingness to call on siblings despite distance, and non-Hispanic whites were distinguished by relatively high levels of actual exchange of social support. (Contains 25 references.) (SD)

ED 400 985 PS 024 683

Furman, Wyndol Lanthier, Richard P.
Personality and Sibling Relationships.

Pub Date—96
Note—21p.; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.
Journal Cit—*Advances in Applied Developmental Psychology*; v10 p127-146 1996
Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Context Effect, Emotional Development, Family Life, First Born, *Parent Child Relationship, Parent Role, Personality, Personality Development, Personality Studies, *Personality Traits, *Sibling Relationship, Siblings

Identifiers—*Sibling Attitudes, Sibling Rivalry

This study examined the role personality variables play in sibling relationships. It proposed that the characteristics of sibling relationships are influenced by family constellation variables such as birth order, gender, and age spacing; parent-child relationships including quality of relationship and parent management of siblings; and the cognitive, social, and personality characteristics of the children. The study participants were 56 triads of mothers with two school-age children. The focus was on the role individual characteristics play in sibling relationships, specifically on the dimensions of warmth, conflict, relative power, and competition for parental attention. The dimensions were evaluated via the Five-Factor Model, which contained personality variables of extroversion, agreeableness, conscientiousness, neuroticism, and openness to experience. The study found evidence of links between sibling relationships and temperamental or personality characteristics. It found that personality traits were more often associated with conflict than with warmth and that older children's characteristics were more strongly associated with the distribution of power in the relationship. It also found that of the different personality variables, conscientiousness was most often associated with the relationship dimension, with agreeableness as the second most consistent predictor. (Contains 69 references.) (SD)

ED 400 986 PS 024 684

Rowe, David C. And Others
Delinquency and IQ: Using Siblings To Find Sources of Variation.

Pub Date—96
Note—26p.; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.
Journal Cit—*Advances in Applied Developmental Psychology*; v10 p147-171 1996
Pub Type—Information Analyses (070) — Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adolescents, Adult Development, Context Effect, *Delinquency, Delinquency Causes, *Etymology, Family Influence, Family Life, *Individual Differences, *Intellectual Development, Intelligence Differences, Intelligence Quotient, Nature Nurture Controversy, Sibling Relationship, Siblings

Identifiers—*Sibling Attitudes, Sibling Rivalry

The research described in this article addressed the question of why siblings commonly have different developmental outcomes despite their common beginnings. The studies analyzed behavioral development, especially through examination of deviant behaviors and intellectual development, by tracing siblings' different life histories. The work is based upon a theoretical framework that attributes behavioral variation to causal sources that define composite variance components. These variance components are composite because a variety of specific influences can unite to produce variation of a particular trait. The article is divided into three sections that review the research program and findings. The first section focuses on using sibling and twin studies to attribute behavioral variation to compos-

ite variance components used in behavior genetic research. The second section discusses the issue of comorbidity—traits that are related in their familial co-occurrence. The third section describes specific sources of composite variance components. The chapter closes with a look at unanswered questions and directions for future work. Contains 37 references. (SD)

ED 400 987 PS 024 685

McHale, Susan M. Crouter, Ann C.
The Family Contexts of Children's Sibling Relationships.

Pub Date—96
Note—25p; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.

Journal Cit—*Advances in Applied Developmental Psychology*; v10 p173-195 1996

Pub Type—Information Analyses (070)—Reports - Research (143)—Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Context Effect, *Family (Sociological Unit), Family Influence, Family Role, *Sibling Relationship, Siblings
Identifiers—Bronfenbrenner (Urie), Sibling Attitudes, Sibling Rivalry

Unlike much previous research on sibling relationships, which emphasizes the congruence across various types of family experiences, the research described in this article explored between-family differences in patterns of experiences within families. The work is built upon Bronfenbrenner's ecological model and Magnusson's interactional perspective, as well as ideas from family sociology and social psychology. This article targets several themes emanating from the two main perspectives and shows how they have been applied in work on sibling relationships. Specifically, it considers the issue of sibling activities as important relationship phenomena, reviews work on contextual differences in children's sibling experiences, and describes ways of understanding patterns in children's sibling and family relationships. Two longitudinal studies form the basis for this discussion: the Penn State Family Relationships Project and the Penn State Study of Children's Everyday Experiences with Siblings. Contains 47 references. (SD)

ED 400 988 PS 024 686

Bank, Lew And Others
Negative Sibling Interaction Patterns as Predictors of Later Adjustment Problems in Adolescent and Young Adult Males.

Pub Date—96
Note—38p; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.

Journal Cit—*Advances in Applied Developmental Psychology*; v10 p197-229 1996

Pub Type—Reports - Research (143)—Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Adjustment (to Environment), Adolescents, Adult Development, Antisocial Behavior, Behavior Patterns, *Behavior Problems, Context Effect, Delinquency, Delinquency Causes, *Family Influence, *Individual Development, *Males, *Sibling Relationship, Siblings, Young Adults

Identifiers—Sibling Attitudes, Sibling Rivalry
This study investigated sibling interaction patterns in middle childhood as predictors of adjustment outcomes in males during adolescence and early adulthood using a social interactional perspective. It was theorized that negative interaction during middle childhood with siblings and parents would be the most powerful predictor of adjustment in adolescence and early adulthood. The results of the study showed that this was indeed the case when analyzing four specific factors. In the area of antisocial and delinquent behaviors, juvenile crime was predicted by mothers' high rate of coercive behavior, and adult arrests were consistent with negative behaviors with siblings during middle childhood. In the area of psychopathology, coercive behavior with siblings created an adult with a strong sense of inadequacy, incompetence, and hostility. In the area of hostility toward women, coercive behavior with siblings strongly predicted hostility toward women. Finally, in the area of conflict resolution, early coercive behaviors were likely to be continued in adulthood when dealing with parents, partners, and friends. The findings also suggested that if parents are unable to supervise and discipline an antisocial child, he or she is likely to victimize his sibling or

siblings at a high rate. (Contains 57 references.) (SD)

ED 400 989 PS 024 687

Brody, Gene H. Stoneman, Zolinda
A Risk-Amelioration Model of Sibling Relationships: Conceptual Underpinnings and Preliminary Findings.

Pub Date—96
Note—18p; In: *Sibling Relationships: Their Causes and Consequences*; see PS 024 677.

Journal Cit—*Advances in Applied Developmental Psychology*; v10 p231-247 1996

Pub Type—Reports - Research (143)—Journal Articles (080)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Context Effect, Emotional Development, Family Influence, Family Role, *Individual Differences, Parent Child Relationship, *Personality, Personality Development, Personality Traits, *Sibling Relationship, Siblings

Identifiers—Sibling Attitudes, *Sibling Rivalry
This study represents further work into the area of what specific processes determine whether a sibling relationship will be positive or negative. Specifically addressed was the influence of each child's personality or temperament in shaping the quality and type of sibling relationship. Significant attention was paid to analyzing sibling relationships in which difficult temperaments have conflicted with or distanced siblings from one another and to what risk factors were associated with the negative sibling relationship. In the study, 109 families with same sex children were evaluated in the areas of parent-child relationship quality, sibling interaction, and child temperament. Results showed that there is an association between child temperaments and sibling relationships, specifically indicating that difficult temperaments place siblings at higher risk for negative relationships. A risk-amelioration model of sibling relationships was created, which argues that although children with difficult personalities create an atmosphere for rivalry and conflict in their sibling relationships, parents have an important positive influence if they create positive parent-child relationships despite the negativity of their child or children. Positive parental child relationships were found to be especially critical when the older sibling had the difficult temperament. (Contains 57 references.) (SD)

ED 400 990 PS 024 688

Click, Phyllis
Caring for School-Age Children.

Report No.—ISBN-0-8273-5411-8

Pub Date—94

Note—213p.

Available from—Delmar Publishers, Inc., ITP Education Division, P.O. Box 6904, Florence, KY 41022 (\$24).

Pub Type—Guides - Classroom - Teacher (052)—Guides - Non-Classroom (055)—Books (010)

Document Not Available from EDRS.

Descriptors—Budgeting, *Child Caregivers, Child Care Occupations, Child Development, *Classroom Environment, Community Resources, Curriculum Development, *Day Care Centers, Educational Environment, Educational Planning, Educational Quality, Elementary Education, *Elementary School Students, *Learning Activities, Play, Program Design, *School Age Day Care, Strategic Planning

Identifiers—Child Care Costs, *Child Care Needs, Developmentally Appropriate Programs

This book, addressed to the caregiver/teacher, is designed as a practical guide for planning a quality child-care program for children ages 5 to 12. It is divided into four sections. Section 1, *The People in Child Care*, gives an overview of child care and its participants. A variety of programs for school-age children are presented, covering a range from small family day care homes to extensive programs sponsored by local school districts. This section also presents a review of the growth and development of children during the years between age 5 and 12, and an outline of the characteristics of an effective teacher/caregiver. Section 2, *The Background*, covers basic organizational ideas such as budgeting, developmentally appropriate curriculum, and guidelines for planning indoor and outdoor space. Section 3, *The Curriculum*, offers suggestions for music, drama, science, physical education, and indoors and outdoors game activities, as well as ideas on how to manage difficult behaviors. The final section, *The Community*, offers suggestions on how to

use community resources to enhance day care programs, and discusses some of the issues professionals, parents, and politicians continue to debate as they plan for school-age child care. Each chapter contains a reading list of related books. (AA)

ED 400 991 PS 024 691

Penley, Janet P. Stephens, Diane W.
The M.O.M.S. Handbook: Understanding Your Personality Type in Mothering.

Report No.—ISBN-0-9646974-0-8

Pub Date—95

Note—46p; From the "Mothers of Many Styles" Program.

Available from—Penley and Associates, Inc., 604 Maple Avenue, Wilmette, IL 60091 (\$12, plus \$2.50 shipping. Discount on 5 or more copies).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Child Rearing, Children, Extraversion Introversia, Family Work Relationship, *Mothers, *Parent Child Relationship, Parent Education, Parenting Skills, Parent Materials, Parent Role, Parents as Teachers, *Personality, *Personality Traits

Identifiers—Mothers of Many Styles, *Myers Briggs Type Indicator, *Personality Types

This handbook is designed to enable mothers to identify their personality type according to the Myers Briggs Type Indicator (MBTI) and to relate their personality type to their strengths, struggles, and needs as mothers. Part 1 introduces the seven Mothers of Many Styles (MOMS) principles providing the basis for this approach and the concept of personality type. Part 2, "The Basics of Personality Type," describes the four MBTI personality dimensions and presents the approximate frequency of the eight preferences (two preferences for each of four dimensions) in the United States population. Part 3, "Your Type Preferences and Mothering Style," relates personality type preferences dealing with energy, information, decision-making, and lifestyle to mothering style. For each preference (extraverted, introverted, sensing, intuitive, thinking, feeling, judging, perceiving), the handbook describes the kinds of activities the mother may gravitate toward, the kinds of struggles with child rearing she may encounter, and tips for child rearing. Part 4, "Mothering Profiles of the 16 Types," presents research findings on the 16 personality types (based on the possible combination of 4 preferences, 1 each from each of 4 dimensions) based on interviews with mothers. Strengths, struggles, and tips for mothers exhibiting each personality profile are given. Part 5, "Making Practical Use of Type," discusses using information on one's personality type to better understand children and to reduce work-family conflicts. Recommended additional resources complete the handbook. (KDFB)

ED 400 992 PS 024 694

Harrison, Linda
Planning Appropriate Learning Environments for Children under Three. Australian Early Childhood Association, Inc. Resource Book Series No. 1. Revised Edition.

Australian Early Childhood Association, Inc., Watson.

Report No.—ISBN-1-875890-21-1; ISSN-1320-2170

Pub Date—96

Note—21p; For 1990 edition, see ED 370 686.

Available from—Australian Early Childhood Association, Inc., P.O. Box 103, Watson, Australia Capital Territory 2602, Australia; fax: (06) 241-5547 (quantity discounts for 20 copies or more).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Classroom Design, Classroom Environment, *Day Care Centers, *Educational Environment, Educational Planning, Foreign Countries, *Learning Activities, Play, Preschool Curriculum, Preschool Education, *School Organization, Teacher Role, *Teacher Student Relationship, Toddlers

Identifiers—Australia, Developmentally Appropriate Programs

This booklet, revised from the March 1990 version, provides suggestions for reassessing, modifying, and arranging child care center environments to best serve the needs of children and staff. The booklet notes that a well-planned environment can provide young children with appropriate and challenging learning experiences within a consistent

and secure setting. Such an environment also allows staff to become involved in meaningful, intimate interactions with children by reducing the time required for organizing and reorganizing furniture, rooms, and equipment. The booklet recommends that the ideal center include distinct areas for: (1) active physical play; (2) manipulative play; (3) messy and creative play; (4) kitchen or dramatic play; (5) quiet play, music, an storytelling; (6) personal storage; (7) curiosity and sensory activities; (8) outside world or real life experiences; (9) seclusion; (10) eating; (11) diaper changing and toilets; (12) sleep; and (13) dressing and undressing. Sample floor plans are provided. Contains 22 references. (AA)

ED 400 993 PS 024 695

McDevitt, Jack. Baum, Katrina.
Fight Crime: Invest in Kids Survey of Police Chief Views of Effective Crime-Fighting Strategies.
Northeastern Univ., Boston, MA. Center for Criminal Justice Policy Research.
Pub Date—26 Jul 96
Note—43p.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, After School Programs, At Risk Persons, Change Strategies, Child Abuse, Children, *Crime, *Crime Prevention, Early Intervention, Educational Improvement, Financial Support, Mentors, Parent Education, *Police, Prevention, Social Services Identifiers—*Police Chiefs

This report provides, in tabular and graphic format, the results of a national poll conducted for the Fight Crime: Invest in Kids campaign. The survey sought opinions of 780 police chiefs: all chiefs from cities with populations over 100,000, a sample of 288 chiefs from cities of less than 25,000, and a sample of 292 chiefs from cities of between 25,000 and 100,000. Survey results indicated that more than 90 percent of police chiefs agreed that crime could be reduced if government invested more in programs to help children and youth get a good start by funding Head Start, preventing child abuse, providing parenting training for high-risk families, improving schools, and providing after school programs and mentoring. Results were similar across region and city size. The crime fighting strategy ranked as "most effective" over the long-term was to increase investment in programs to help all children and youth get a good start (selected by 60 percent). Other crime fighting strategies were ranked as follows: trying juveniles in court proceedings as adults (16 percent); hiring additional police officers (17 percent); and making parents legally liable when their children commit crimes (26 percent). In the tables and graphs comprising virtually all of this document, results are delineated by city size and by region. The appendix provides a further breakdown by city size among cities with populations over 100,000. (KDFB)

ED 400 994 PS 024 703

The Mood of American Youth 1996.

Horatio Alger Association of Distinguished Americans, Inc., Alexandria, VA.; National Association of Secondary School Principals, Reston, Va.
Spons Agency—Ford Motor Car Fund, Dearborn, Mich.

Pub Date—96

Note—68p.; Printed on colored paper. Support also provided by the Giles Foundation and the Marion Foundation.

Pub Type—Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, Aspiration, Athletics, Attitude Change, Crime, Discipline, Drinking, Drug Use, Extracurricular Activities, Family Relationship, Family Violence, *Interests, Justice, Leisure Time, Marriage, Moral Issues, National Surveys, Parent Child Relationship, Politics, Recreational Activities, School Attitudes, Secondary Education, Sexuality, Social Attitudes, *Student Attitudes, Student Motivation, *Well Being, Work Attitudes

Identifiers—*Adolescent Attitudes, Childrens Allowances, Discretionary Income, Gangs, Heroes, Leisure Activities

This report compares results from 1996 national study of the current attitudes of American teenagers with similar 1974 and 1983 surveys. Almost 1,000 students between 13 and 17 years from households representative of the national population in geo-

graphic distribution, population density, household size, age of household head, and family income participated. Males and females were equally represented. Findings are presented on adolescents' attitudes in four major areas. "Students and Their Schools" presents overall marks for schools; and attitudes towards school personnel, grades and homework, teaching methods, discipline, gangs, drugs, coursework, and student activities such as school sports, music, academic and service clubs, and student government. "After School" covers leisure activities such as music, television, radio and movies, computer and video games, sports, and reading; work; allowances and spending money; community service and non-school organizations; and alcohol and drug use. "The Homefront" addresses attitudes toward parent relationships, family communication, rules and regulations, domestic violence, and parent drug use. "The Big Picture" covers attitudes toward national and world problems; politics and government; the 1996 Presidential election; religious practices; heroes; and views on contemporary issues such as families and children, sexual issues, role of government, social and moral issues, crime, justice, and economic security; careers; life goals; and marriage and children. (KDFB)

ED 400 995 PS 024 706

Fujinaga, Tamotsu. And Others

A Cross-Cultural Study of Mother-Infant Interaction between Japan and Korea (4): Cross-Cultural Comparisons of Human Attachment Systems among Five Asian and Western Countries.

Pub Date—Aug 96

Note—15p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, *Attachment Behavior, Confucianism, *Family Relationship, Foreign Countries, Friendship, *Interpersonal Relationship, Intimacy, Kinship, Love, Marriage, *Parent Child Relationship, Parents, Significant Others, Spouses, Values

Identifiers—China, Japan, Japan (Okinawa), South Korea, United Kingdom, United States

This study examined culture-specific attachment systems in Japan (including an Okinawan sample), Korea, China, United States, and the United Kingdom, using a questionnaire to measure the relative importance of various categories of interpersonal relations. Subjects were male and female university students and fathers and mothers of kindergarten children in five Asian and Western countries. The purpose of the questionnaire—which took into account beliefs about family relationships stemming from Confucian ethics present in East Asian people—was to determine a complex hierarchical structure by comparing the relative values of each attachment in a particular culture. Results indicated no cultural differences for 22 of the 38 attachment-related questions dealing with parent-child attachment and cross-sexual love. Asian subjects responded positively to questions regarding ancestor worship, whereas all Western subjects responded negatively. A cluster analysis using Ward's method revealed first-order boundaries between Asian and Western countries, between China and the Korea-Japan groups, and between the United States and Britain. There were second-order boundaries between parents versus students in each country. The distance between Japanese and Japanese Okinawan students was closer than that between Japanese students and Korean students, suggesting the greater influence of contemporary culture over historical cultural conditions. (The questionnaire is appended.) (KDFB)

ED 400 996 PS 024 708

Brickman, Nancy Altman, Ed.

Supporting Young Learners 2: Ideas for Child Care Providers and Teachers.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Report No.—ISBN-1-57379-006-0

Pub Date—96

Note—327p.; A second collection of articles from "Extensions," the Newsletter of the High/Scope Curriculum. For 1991 edition, see ED 348 162. Available from—High/Scope Press, High/Scope Educational Research Foundation, 600 North

River Street, Ypsilanti, MI 48198-0704; fax: 800-442-4FAX; phone: 800-40-PRESS.

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Active Learning, Art Education, *Child Development, Childhood Needs, Classroom Techniques, Creative Activities, *Curriculum Development, Day Care, Early Childhood Education, *Educational Environment, Kindergarten, Mathematics Instruction, *Parent Participation, Physical Activities, Preschool Education, Student Evaluation, Teacher Role, *Teacher Student Relationship, Team Teaching, Writing Instruction

Identifiers—*Daily Routines, Developmentally Appropriate Programs, High Scope Educational Research Foundation MI

The High/Scope Curriculum is a developmentally based approach to early childhood education. The curriculum's "Extensions" newsletter, in which the articles in this collection first appeared, informs curriculum users about new development, relating to the High/Scope "open framework" curriculum. This collection divides the articles into seven chapters. Chapter 1, "Adult-Child Interaction," includes articles on conversation, praising, supporting children's thinking, helping children resolve disputes and conflicts, body language, speaking and listening strategies, punishment, dealing with weapons play, television and movies. Chapter 2, "Designing Routines for Active Learners," presents articles on work habits, group activities, transition, greeting time, and child-focused caregiving routines for infants and toddlers. Chapter 3, "Arranging Environments for Children," includes articles on open-air learning, art, reading and cross-cultural activities. Chapter 4, "The Family Connection," contains articles on parent-child relationships, home visits, role models, talking with parents about play and learning. Chapter 5, "Key Experiences in Child Development," presents articles that discuss ways to support pretend play, science, art, mathematics and concept learning. Chapter 6, "Special Events," contains articles examining activities related to events such as celebrations, holidays, and field trips. Chapter 7 "Child Observation, Team Planning, Assessment" includes articles detailing strategies for building a teaching team, and using developmentally appropriate assessment. A list of books and audiovisual material published by the High/Scope Press is appended. (AA)

ED 400 997 PS 024 711

Elder, Joann. And Others

Effects of the Multiage Classroom on Children.

Pub Date—24 Apr 96

Note—21p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, Behavior Modification, Educational Innovation, Educational Strategies, Elementary Education, *Elementary School Students, *Interpersonal Competence, *Mixed Age Grouping, Outcomes of Education, *Parent Attitudes, Parents, Program Evaluation, Reinforcement, *Student Attitudes, Surveys

Identifiers—Elkhart Community Schools IN

This study examined the impact of the multiage classroom on second, third, and fourth graders in an Elkhart, Indiana elementary school. One classroom from each grade participated in the multiage classroom. The classroom of 70 students was combined for at least 1 afternoon per week during the 1995-96 school year. During February, the classroom was combined for four afternoons per week. Results indicated that students in the multiage group had better attendance than the general school population. To determine the effects of the multiage classroom on social skills, the teachers maintained a journal on six students who had not shown appropriate social behaviors in the regular classroom. A point system was implemented in which these students were rewarded with points for three desirable social skills. Four of the six target students demonstrated appropriate social skills during the time observed. Parents' responses to surveys suggested that the parents accepted the program and had a positive attitude toward it. At the beginning and end of the study period, children were surveyed orally on their attitudes to the multiage classroom. Results were mixed with regard to whether they liked to be in a multiage class. Sociometric techniques revealed that, across the time of the study, second and third graders'

willingness to work with children of other ages increased, and the fourth graders' willingness declined. Appendixes contain the parent and student surveys. (KDFB)

ED 400 998 PS 024 712

Lokon, Elizabeth

Ideas for Teaching about Japan in Preschools.

Maryland Univ., College Park. International Center for the Study of Education Policy and Human Values.

Pub Date—95

Note—45p.; A publication of the National Intercultural Education Leadership Institute.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activity Units, Class Activities, Foreign Countries, Geography Instruction, *Japanese Culture, Language Acquisition, Learning Centers (Classroom), Lesson Plans, Motor Development, Multicultural Education, *Preschool Education, Social Development, Teaching Guides

Identifiers—*Japan

This curriculum unit consists of a series of lesson plans focused on Japan for preschool students ages 3 to 5 years. The unit has five themes: (1) geography; (2) language; (3) people and clothing; (4) customs; and (5) food. Each theme has from four to eight activity lessons which address different developmental domains, including language, social skills, and gross and fine motor coordination. The lessons are designed to be completed with an entire preschool class or in separate activity centers. Activities are non-sequential so that several activities can be offered simultaneously at different centers. Each theme begins with an activity entitled, "Thinking and Talking." This activity orients the children to the subject matter of the theme. All activities include a set of objectives, materials list, approximate activity time, procedures, and evaluation. A kimono pattern and a picture of a sumo wrestler are appended. Contains 19 references. (KDFB)

ED 400 999 PS 024 713

Murray, Joy

Constructivism, Collaboration and the Certificate of Teaching and Learning (CTL).

Pub Date—Apr 96

Note—13p.; Paper presented at the International Conference of the Association for Childhood Education (Minneapolis, MN, April 10-13, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Action Research, Constructivism (Learning), Discourse Analysis, Elementary Secondary Education, Ethics, Foreign Countries, Journal Writing, *Learning Theories, Mentors, *Professional Development, Reflective Teaching, Social Influences, Student Role, Teacher Attitudes, Teacher Collaboration, Teacher Improvement, *Teacher Role, Teacher Student Relationship

Identifiers—Australia, *Certificate of Teaching and Learning (Australia)

This paper describes a professional development program for teachers. The Certificate of Teaching and Learning (CTL), developed in Australia for Kindergarten through Year 12 teachers across all subject areas. It outlines the process of conceptualization, the dilemmas faced by the development team, and the final implementation across Australia. Action research, critical reflection, and self-assessment are central to the CTL philosophy. Participants design their own program of study with learning partners or mentors, select an assessor, and negotiate details of their learning assessment. The compulsory core unit provides a framework for the course, and instruments to assist participants in observation methods, discourse analysis, and action research. Two additional compulsory units, "The Learning Continuum" and "Student and Teacher Roles and Relationships," address learning models and theories, classroom ethics, and the role of relationships in teaching. Participants select an additional two optional units. Each unit includes course work and action research. The CTL was developed by a group of teachers, academics, and education consultants. Emerging from discussions with academics came the foci on the role of teacher as facilitator and collaborator engaged in action research, the emphasis on self-reflection using a CTL journal, and the consideration of participants' learning styles. Various methods used to implement the CTL are described, including distribution by the New South Wales Department of School Education to its

40 districts and possible inclusion in a Master's degree program. (Contains 34 references.) (KDFB)

ED 401 000 PS 024 714

Vasconcelos, Teresa

Planting the Field of Portuguese Preschool Education: New Policies for Old Roots.

Pub Date—Sep 96

Note—20p.; Paper presented at the European Early Childhood Education Research Association Conference (6th, Lisbon, Portugal, September 1-4, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Curriculum Development, Decentralization, Educational Change, Educational Development, Educational Needs, Educational Planning, Educational Policy, Educational Quality, Foreign Countries, Government Role, Inservice Teacher Education, Legislation, Preschool Children, *Preschool Education, Public Policy, Teacher Education

Identifiers—Diversity (Groups), *Portugal

This paper discusses the preschool component of the Educational Agreement presented to the Portuguese Parliament in May 1996 to improve the quality of the educational system. Among the 10 Action Commitments in the Agreement is the creation of a national network for preschool education. The context of the inclusion of preschool in this Agreement is discussed, including the results of research documenting the need for preschool education in Portugal, such as low literacy rates and high secondary drop-out rates. Discussion of the current plan for expanding preschool education includes: (1) the changing role of governmental ministries in preschool education to consist of regulation, supervision, coordination, and compensation; (2) the need to respond to cultural diversity in preschool programs; and (3) new legislation, such as the Public Law on Preschool Education, which affirms the principle of social partnership for the expansion of the preschool program and delineates priorities for support and finding for preschool education. The development of curriculum guidelines and contract-programs with the state are part of its regulatory role to enhance educational quality in preschools. A new inter-ministerial Office for the Expansion and Development of Preschool Education will coordinate the initiatives for the development of preschool education. There is increased recognition of the need for training for early childhood educators at the university level, for providing inservice training for all current preschool teachers, and for preparing preschool teachers in adult education. The early childhood educator should be a professional with a sense of her vocation. (Contains 16 references.) (KDFB)

ED 401 001 PS 024 715

McNamee-McGrory, Virginia Cipani, Ennio

Reduction of Inappropriate "Clinging" Behaviors in a Preschooler through Social Skills Training and Utilization of the "Premack" Principle.

Pub Date—95

Note—19p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Affection, Affective Behavior, *Attachment Behavior, Attention, Behavior Change, Behavior Modification, *Behavior Problems, Child Behavior, *Dependency (Personality), Emotional Adjustment, Interpersonal Competence, *Intervention, *Preschool Children, School Readiness, Separation Anxiety, Teacher Response, Teacher Student Relationship

Identifiers—Physical Contact, Premack Principle, Social Skills Training, Touching

In making the transition to preschool, some children exhibit behaviors that demonstrate an inability to function independently during parts of the school day. One such behavior is clinging, or the need for unusually frequent physical contact with the teacher. This study evaluated the efficacy of a social skills package and Premack contingency (reinforcement of intervals of non-clinging and appropriate attention-seeking behaviors) to reduce inappropriate behaviors in one female, 4-year-old child. The social skills package was used to teach the child (along with the class as a whole) to engage in appropriate attention-seeking behaviors, while the Premack contingency was implemented to systematically increase the non-occurrence of inappropriate behavior. Compared to the baseline condi-

tion, in which the teacher routinely pleaded with the child to desist the behavior, implementation of the interventions dramatically decreased the occurrence of inappropriate clinging and attention-seeking. The frequency of appropriate attention-seeking behaviors increased for the individual child and for the class as a whole. (Contains eight references.) (EV)

ED 401 002 PS 024 717

Crawford, Susan Hoy

Beyond Dolls & Guns: 101 Ways To Help Children Avoid Gender Bias.

Report No.—ISBN-0-435-08129-2

Pub Date—96

Note—212p.

Available from—Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 (\$10.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Change Strategies, *Educational Change, Elementary Secondary Education, *Parent Attitudes, Parent Child Relationship, *Parent Influence, Parent School Relationship, *Sex Bias, Sex Stereotypes, Social Action, Textbook Bias, Womens Studies

Identifiers—Antibias Practices, *Bias Elimination Procedures, Gender Balancing (Curriculum), *Gender Issues

Parents who have come to expect fairness in the workplace are finding gender stereotypes and bias in classrooms and on playgrounds of their children's schools. This book offers advice to parents on how to identify gender bias in a child's environment and supplies definitions of key terms, checklists of ideas, and action steps to take to help counteract gender stereotypes. The introduction gives suggestions for parents to alter the way their children interact with their culture by: (1) helping children learn a variety of interests and skills; (2) attempting to improve the social environment that surrounds children; (3) building an awareness of what is inequitable; and (4) teaching children survival skills for coping with inequities. The chapters of the book are: (1) "Is It Sexism?"; (2) "With Concern for Boys"; (3) "School and Parent Interaction"; (4) "The Environment at Home"; (5) "Sexist Language"; (6) "Helping Kids Cope"; and (7) "Public Proactive Steps." The conclusion reminds parents that school personnel may be conservative when gender issues and educational issues collide and may wait for parents to show concern before addressing the problem. Three appendices contain a list of non-biased, inclusive language alternatives to common biased terms; research summaries with 61 references; and biographical sketches of famous women in history. Contains a bibliography of 87 nonsexist children's books and 20 adult reference books. (AMC)

ED 401 003 PS 024 718

Suskind, Diana Kozma, Maria

A Gentle Approach for Young Infants.

Pub Date—96

Note—13p.; Photocopied photographs may not reproduce well.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affective Behavior, Attachment Behavior, Child Caregivers, Human Posture, *Infant Care, *Infants, *Security (Psychology)

Identifiers—Child Safety, Educare, *Gentle Approach to Lifting Infants, *Holding of Infants, Lifting

The Gentle Approach is a method for lifting infants younger than 6 months that promotes security and reassurance during adult-imposed changes in position. Developed at the Emmi Pikler National Methodological Institute for Residential Nurseries in Budapest, Hungary, the approach provides continual support and less opportunity for unprotected movements of the infant's head, neck, and upper body. The procedure involves: (1) approaching and greeting the infant; (2) placing the right hand on the infant's right upper arm, lifting the shoulder to make room for the educator's left hand, slipping the educator's left palm under the infant's shoulder and neck; (3) moving the educator's right arm horizontally over the infant's stomach and placing the educator's right hand under his or her left hand; (4) slipping the left arm progressively under the infant's trunk and left leg; and (5) lifting the infant slowly and in a horizontal position. The underlying principles of this technique are also applicable during feeding and diaper changing. (Includes 15 illustrative photographs.) (KDFB)

ED 401 004

PS 024 719

Buttner, Christian

Supporting the Child's Development by Developing the Group Dynamics Experiences from the Supervision of Educators.

Pub Date—Sep 96

Note—9p.; Paper presented at the European Early Childhood Education Research Association Conference (6th, Lisbon, Portugal, September 1-4, 1996).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Children, Classroom Environment, Cooperation, Cooperative Learning, Elementary Secondary Education, Foreign Countries, Group Behavior, *Group Dynamics, *Group Experience, Groups, Group Structure, Organizational Communication, Planning, Supervision, *Teaching Methods

Identifiers—Germany

This report, the third annual study of primary program implementation, outlines case study observations of learning groups and of teachers' relations to groups. The learning atmosphere of a learning group is determined by presence of conducive or disruptive elements, input of children, and relation of the group to the teacher, in addition to good pedagogical practice. In order to advance children's development, good working relations with individual children and with the whole learning group are needed. Group work generally only takes into account the way children in a learning group are composed into the group, without considering the group as a social system. A supportive relationship is important to improved group learning and to instructor's relationship with groups. After an initial discussion of learning groups, experiences of individual teachers are described. Supervision groups and group-experience groups are mentioned, including how supervision, self-experience, and theory can become three interlinked elements of child development. (BGC)

ED 401 005

PS 024 721

Colletta, Nat J. And Others

The Condition of Young Children in Sub-Saharan Africa: The Convergence of Health, Nutrition, and Early Education. World Bank Technical Paper No. 326, Africa Technical Department Series.

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-3677-0; ISSN-0253-7494

Pub Date—96

Note—37p.

Available from—International Bank for Reconstruction and Development, The World Bank, 1818 H Street, N.W., Washington, DC 20433.

Pub Type—Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—At Risk Persons, Child Development, *Child Health, Developmental Delays, Early Childhood Education, Early Intervention, Educational Change, Educational Needs, Foreign Countries, *Individual Development, Infant Mortality, Infants, Mortality Rate, Nutrition, Outcomes of Education, Physical Health, Poverty, Preschool Children, Preschool Education, Refugees, Toddlers, Urbanization, *Young Children

Identifiers—*Africa (Sub Sahara)

In Sub-Saharan Africa, severe adverse conditions have placed children at high risk: persistent and worsening poverty, rapid economic change and population growth, increasing urbanization, a changing family structure, growing numbers of orphaned refugees, and displaced women and children from internal civil strife. These conditions make a viable social policy for children under 5 years of age an urgent necessity. This report presents conditions affecting young children and explores strategies intended to ameliorate their conditions. Part 1, "Socioeconomic Indicators and Trends Affecting Child Survival and Development," discusses findings for 12 Sub-Saharan African nations regarding poverty; population growth; migration and urbanization; changes in family structure, and childrearing beliefs, and practices; and the increase in orphans, refugees, and displaced persons. Part 2, "The Status of Children in Sub-Saharan Africa," compares child status measures of African children with those of other regions, including physical needs, developmental norms, educational profiles, and early intervention. Part 3, "What Can Early Childhood Development

Programs Do?" discusses the potential positive influences of early childhood education for the children themselves, their families, and society. Two appendices list the countries involved and the key social sector indicators for child welfare. Sixteen figures delineate statistics. (Contains 61 references.) (KDFB)

ED 401 006

PS 024 722

Middle School Risk Behavior 1995 Survey Results.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.

Pub Date—Sep 96

Note—67p.

Pub Type—Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acquired Immune Deficiency Syndrome, Athletics, Bicycling, Diets, Drinking, Drug Use, *Early Adolescents, Exercise, Intermediate Grades, Junior High Schools, *Middle Schools, Motor Vehicles, Nutrition, Physical Fitness, Restraints (Vehicle Safety), *Risk, Safety, School Safety, Sexuality, Smoking, *State Surveys, Suicide, Surveys, Tobacco, Violence

Identifiers—Adolescent Attitudes, *Middle School Students, North Carolina, Risk Taking, Risk Taking Behavior, Weapons, *Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) Middle School Questionnaire, produced by the National Centers for Disease Control and Prevention, was administered for the first time in North Carolina in 1995. The survey monitored high-priority health-risk behaviors, including: (1) weapons and violence; (2) suicide-related behaviors; (3) vehicle safety; (4) tobacco, alcohol, and other drug use; and (5) nutrition and physical exercise. A total of 2,227 students from 53 public schools were surveyed. Results within the personal safety category showed that weapon use is predominantly a male activity, with 20 percent carrying weapons to school and 10 percent reporting having been threatened with or injured by weapons at school. Over 25 percent of students had considered suicide and 10 percent had attempted suicide. Forty percent had ridden with someone who had been drinking alcohol, with the percentage increasing by grade. The majority did not wear helmets while riding bicycles. Concerning drug use, findings showed that 53 percent had smoked cigarettes. High smoking rates were found among minorities, males, and older students. Over half had drunk alcohol and 17 percent had used marijuana, with the percentage increasing by grade. Results concerning personal health revealed that about 25 percent consider themselves overweight but 40 percent are dieting, most of whom are females. Over 80 percent reported exercising or playing sports in the previous week in addition to attending physical education classes. Almost 80 percent reported AIDS education at school; 60 percent had discussed AIDS or HIV with parents or other family adults. (Contains 25 references.) (KDFB)

ED 401 007

PS 024 723

Cycle of Sexual Abuse: Research Inconclusive about Whether Child Victims Become Adult Abusers. Report to the Chairman, Subcommittee on Crime, Committee on the Judiciary, House of Representatives.

General Accounting Office, Washington, DC. General Government Div.

Report No.—GAO/GGD-96-178

Pub Date—Sep 96

Note—35p.

Available from—U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20884-6015; fax: (301) 258-4066; TDD: (301) 413-0006; e-mail: info@www.gao.gov (First copy is free; additional copies are \$2 each; quantity discounts).

Pub Type—Legal/Legislative/Regulatory Materials (090) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adults, *Child Abuse, Children, *Psychological Studies, *Sexual Abuse, Social Science Research, Victims of Crime

Identifiers—*Child Molesters, Retrospective Studies (Psychology), Sex Exploitation, *Sex Offenders, Sexual Violence, Victimization

Sexual abuse can have negative consequences for children during the time of abuse as well as later in life. An important research question concerns the cycle of sexual abuse, specifically the likelihood that

individuals who were victims of sexual abuse as children will become sexual abusers of children in adulthood. At the request of Congress, the U.S. General Accounting office completed a review and analysis of available published and unpublished research on the cycle of sexual abuse. Twenty-five studies were identified (the majority retrospective in design) that provided quantitative information relevant to the question, and their methodologies and results were summarized and analyzed. Although, a number of retrospective studies found that a substantial percentage of adult sex offenders of children said they had been sexually abused as children, the majority of the studies found that most offenders said they had not been sexually abused during childhood. And although some studies indicated that sexual victimization in childhood may increase the risk that victims will become sexual offenders as adults, various design and measurement problems of both the retrospective and prospective studies precluded drawing definitive conclusions. Overall, the studies indicated that the experience of childhood sexual victimization is likely neither a necessary nor a sufficient cause of adult sexual offending. (Appendices outline the methods and results of retrospective studies of adult sex offenders of children and list the major contributors and research articles used in this report.) (KDFB)

ED 401 008

PS 024 724

Wolf, Kathy Goetz

Parents Leading the Way.

Family Resource Coalition, Chicago, IL; National Resource Center for Family Centered Practice, Iowa City, IA.

Spons Agency—Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Danforth Foundation, St. Louis, Mo.

Report No.—ISSN-1041-8660

Pub Date—96

Contract—90-CW-1084/01

Note—37p.

Available from—Family Resource Coalition, 200 South Michigan Avenue, 16th Floor, Chicago, IL 60604.

Journal Cit—Family Resource Coalition Report; v15 n2 Sum 1996

Pub Type—Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Activism, Advocacy, *Children, Community Involvement, Community Programs, Computer Networks, Decision Making, Developmental Disabilities, *Family Involvement, *Family Programs, Family Relationship, Family Role, Leadership, *Parent Participation, *Parents, Personal Narratives, Policy, Policy Formation, Program Evaluation, Questioning Techniques, Social Action

Identifiers—*Family Support

This special issue of the Family Resource Coalition Report presents personal experiences and reflections regarding parent involvement and leadership in family support. Articles in this issue are: (1) "The Vaughn Family Center: It's My Story" (Jorge Lara and Matt Oppenheim); (2) "Asking the Right Questions is Key to Developing Parent Advocacy" (Luz Santana); (3) "Parents United and Uniting" (Mark Smith); (4) "New York Parents Become Partners in Policy Making" (Sally Mehrtens and others); (5) "Getting Involved in State-Level Planning: One Parent Walks the Long, Rocky Road of Collaboration" (Carmen Siberon); (6) "Using Computers to Build Local Community: Newark Residents are Turning MUSIC Into Health and Education" (Pamela Morgan); (7) "Parent Network Empowers a Community" (Beverly Bell, Jr.); (8) "Houston Family Advocacy Network is Parents' Vehicle for Change: FAN Members Speak"; (9) "Community Involvement in Program Decision Making" (Bryan Samuels and Tony Markward); (10) "Becoming a Board Member: A Parent's Story"; (11) "Georgia's Youth Futures Authority Involves Youths and Adults in Local Planning" (Jacqueline Elmore); (12) "Parent Network Center: Parents Help Each Other Advocate for Children with Disabilities" (Joan M. Watkins); (13) "Turning Up the Volume on Parent Feedback in Evaluation" (Nilofar Ahsan); (14) "Empowering Parents is Mining Diamonds in the Rough" (Ted Bowman); and (15) "National Parent Assembly: Opportunities, Challenges, and Results" (Lucy Trujillo and Kathy Goetz Wolf). (KDFB)

ED 401 009

PS 024 726

Duffy, Deborah, Ed. Morrison, Kathy, Ed.

RIE MAR 1997

Family-Friendly Communication for Early Childhood Programs.

National Association for the Education of Young Children, Washington, D.C.

Report No.—ISBN-0-935989-78-1

Pub Date—96

Note—239p.

Available from—National Association for the Education of Young Children, 1509 16th Street, N.W., Washington, DC 20036-1426; tel: 800-424-2460 (Order No. 330).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Bulletin Boards, Child Rearing, Class Activities, Discipline, *Early Childhood Education, Emotional Development, Experiential Learning, Friendship, Hands on Science, Learning Activities, Literacy, Newsletters, Parenting Skills, *Parent Materials, Parent Participation, Parents as Teachers, Parent School Relationship, Parent Teacher Conferences, Parent Teacher Cooperation, Resource Materials, Science Activities, Social Development, Stress Management

Identifiers—Mathematics Activities

Noting the value of communication between early childhood teachers and parents, this book contains 93 reproducible articles on a variety of topics for early childhood education teachers to use in newsletters or handouts for maintaining regular, informative communication with families. Additional references, suggestions for adapting the article, and other ways of reinforcing the article's content are included for each article. Articles are grouped into seven areas: (1) "Early Childhood Fundamentals," reflecting basic beliefs about the way young children develop and learn; (2) "Around the Early Childhood Classroom," describing various program activities; (3) "Learning Together at Home and School," linking classroom learning to learning opportunities at home; (4) "Toward Literacy," how the program environment promotes language and literacy and suggestions for parents; (5) "Math and Science," hands-on experiences in household tasks and family outings; (6) "Social-Emotional Development," dealing with friendships, stress, troublesome behaviors, and suggestions on discipline; and (7) "Family Matters," advice on parenting issues. The book concludes with resources for staff and families. (KDFB)

ED 401 010

PS 024 727

Useiman, Judith

Aiding Seventh and Eighth Graders at a Private Christian School To Take Ownership of Their Own Learning.

Pub Date—96

Note—101p; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Assignments, Grade 7, Grade 8, Grades (Scholastic), Homework, *Junior High Schools, *Middle Schools, Parent Teacher Conferences, Parochial Schools, Peer Evaluation, Portfolio Assessment, *Portfolios (Background Materials), Practicums, Private Education, *Student Empowerment, Student Evaluation, *Student Motivation, *Student Responsibility

Identifiers—Calendars

This practicum project was designed to increase student ownership of learning through student-kept assignment calendars and portfolios. The subjects, 63 junior high school students at a private Christian school, were also involved in frequent, cooperative sessions in which they checked each other's work and offered suggestions, with reports to the teacher following each such work session. Student-led parent conferences were conducted at the conclusion of the practicum. Evaluation results indicated that at the end of the practicum, 45 of the 62 students who finished the practicum were recording all their assignments on the assignment calendar and keeping all their assignment papers. A total of 44 students were turning in every assignment on time and correcting all papers that were not done well. During this time, eighth graders received three grades each and seventh graders received two grades each, for a total of 159 grades given. Of that number, 79 rose, 45 remained the same, and 36 dropped. There were also a number of unplanned outcomes. Positive relationships developed among many of the students, and almost all students were very effective in conducting the parent conferences, showing parents their grades, explaining them by using materials in their portfolios, and presenting their plans for improvement.

provement. (Contains 37 references.) (Author/KDFB)

ED 401 011

PS 024 728

Wetherington, Patricia Reish

Reducing Isolation of Family Child Care Providers by Participation in a Provider-Initiated Support Network.

Pub Date—96

Note—60p; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Child Caregivers, Child Care Occupations, *Day Care, *Early Childhood Education, Educational Environment, *Family Day Care, Interprofessional Relationship, Learning Activities, Professional Development, *Professional Isolation, Professional Recognition, Social Isolation, *Social Support Groups, Staff Development, Work Environment

Identifiers—*Caregiver Attitudes, Parent Caregiver Relationship, Support Systems

Because of the difficulty of finding time for professional and personal development, many family child care (FCC) providers are isolated in their work environment. This practicum study developed a provider-initiated support network to reduce this isolation. The local FCC association provided advertising about the formation of the network. A group of nine providers met twice monthly over 3 months in the author's home to discuss FCC issues such as professionalism, isolation, and business practices. A needs assessment completed prior to the meetings identified additional interests among the providers. The topics covered at the meetings were: (1) problems with parents; (2) program activities for children; (3) how to create a learning environment; and (4) discipline. Each meeting provided an opportunity for providers to find solutions with professional input from other providers. Participants also developed hands-on activities, discussed case studies, and listened to guest speakers. After each meeting, a newsletter was circulated which reinforced noteworthy ideas from the meeting and highlighted personal and professional accomplishments of each provider. Results from a questionnaire indicated that FCC providers who participated in the support network reduced isolation in their work environment and felt more connected to the field of FCC. The support network validated their choice of profession and helped them feel enthusiastic about their role as a child care provider. The network continued in operation after the end of the 3-month implementation period. (Contains 38 references.) (KDFB)

ED 401 012

PS 024 729

Chapman, Shirley M.

Using Effective Teaching Strategies To Improve the Academic Performance of Culturally Diverse Students in a Public Elementary School.

Pub Date—96

Note—89p; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Educational Strategies, Elementary Education, *Elementary School Students, Grade Repetition, Instructional Improvement, Knowledge Base for Teaching, Multicultural Education, *Parent Participation, Parent Teacher Cooperation, Parent Workshops, Placement, Practicums, Professional Development, Program Evaluation, *Public Schools, *Student Improvement, Teacher Attitudes, *Teacher Improvement, Teacher Workshops

Identifiers—*Diversity (Student)

This report describes a practicum project designed to help first-through fourth-grade teachers acquire the knowledge, skills, attitudes, and strategies necessary to work effectively with a diverse student population; improve the social and academic performance of culturally diverse students; and increase parent involvement at school. The intervention entailed: (1) a series of 10 teacher workshops targeting classroom management and teaching strategies, personal biases, understanding of cultural differences, expectations, parent involvement, computers, and cross age tutoring; (2) teacher meetings to discuss program concerns; (3) incentives to keep teachers involved; (4) parent workshops to create academic

games for use at home; and (5) a student academic celebration held quarterly for scholastic effort, perfect attendance, improved behavior, and citizenship. Evaluation results indicated that after the intervention, student time-on-task was evident in 80 percent of the observations, referrals to the office due to misbehavior declined, improvement in academic performance was evident in weekly reports and quarterly report cards, social improvement was evident on quarterly report cards, fewer students were recommended for retention or remedial placement than the previous year, and 13 of the 15 teachers were successful in implementing the classroom management strategies, teaching culturally diverse students, and involving parents in their classrooms. (Eight appendices include forms for recording classroom observations, office referrals, and report card results; and workshop questionnaires. Contains 66 references.) (KDFB)

ED 401 013

PS 024 730

Burch, Connie W.

Increasing Awareness and Appreciation of Cultural Diversity among Fourth Graders through Integrated Curriculum Experiences.

Pub Date—95

Note—85p; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—American Indian Culture, American Indians, Black Culture, Black Leadership, Blacks, Childrens Literature, Cultural Background, Cultural Images, Grade 4, Group Discussion, Hispanic American Culture, Hispanic Americans, Intermediate Grades, Minority Groups, *Multicultural Education, *Social Studies, Student Journals, Units of Study

Identifiers—Diversity (Groups), Native Americans

This practicum was designed to increase the cultural awareness of fourth-grade students of contributions to American society by those of different races and colors. The program consisted of an integrated 12-week curriculum and a variety of materials allowing students to conceptualize the diversity of America. Students were exposed to other cultures through literature, computer programs, research, and class discussion. The "Person or People of the Week" theme allowed discussion of particular individuals, including Ralph Bunche, Thurgood Marshall, Joan Baez, Caesar Chavez, Pablo Casals, Maria Martinez, and Bishop Harold S. Jones. After class discussion on the Person or People of the Week, students recorded information on these individuals' contributions to American history and culture in their journals. Students completed an oral and written report on a member of an ethnic minority group who contributed to American society. They explored their own cultural background by identifying the countries from which their ancestors emigrated. The results indicated that elementary school students could enumerate reasons for multicultural education, could identify the contributions to American society by Non-Europeans, could identify the native countries of their ancestors, could identify a minority person as a favorite reading topic, and could list at least three African Americans, three Hispanic Americans, and three Native Americans who have contributed to American society. The lack of authentic literature on Hispanic Americans limited students' understanding of Hispanic American culture. Appendices contain data collection and evaluation instruments and a parental questionnaire. (Contains 29 references.) (KDFB)

ED 401 014

PS 024 731

Kalaphothakos, Andriana

Pre-Kindergarten to Eighth Grade Teachers Become Change Agents through Active Participation in School Reform.

Pub Date—96

Note—71p; Ed.D. Practicum Report, Nova Southeastern University.

Pub Type—Reports - Descriptive (141) — Dissertations/Theses - Practicum Papers (043)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Change Agents, *Educational Change, Elementary Education, *Elementary School Teachers, Observation, *Professional Development, School Organization, School Restructuring, Staff Development, Surveys, Teacher Attitudes

Identifiers—Teacher Journals

This practicum project used organized professional development to increase involvement of

teachers at a pre-K-8 school in the school's reform process. All members of the school community actively participated in planning, data collecting, and sharing of pertinent reform information. The 3-month staff development intervention consisted of three phases: (1) meetings with stakeholders, including teachers; (2) professional development programs comprised of seven training workshops that covered infusion of technology, context of learning, multicultural values, parental involvement, whole-language instruction, continuous progress, and responsive classroom techniques, with teachers collaborating on workshop planning and presenting; and (3) professional development activities, such as receiving administrative leave to visit neighboring schools engaged in similar reform efforts. Data on teacher involvement were collected through journal entries, checklists, on-site observations, and surveys. Findings indicated that at the end of the 3-month intervention, the number of dissatisfied teachers was reduced, more teachers were participating in the change process, over half the teachers were implementing the new techniques and strategies, and teachers were more involved in the reform effort. (Three appendices contain forms used in the study. Contains 31 references.) (KDFB)

ED 401 015 PS 024 733

Castle, Kathryn

The Infant & Toddler Handbook: Invitations for Optimum Early Development. Revised.

Report No.—ISBN-0-89334-038-3

Pub Date—94

Note—101p.

Available from—Humanics Limited, P.O. Box 7400, Atlanta, GA 30309.

Pub Type—Guides—Classroom—Teacher (052)—Guides—Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Caregiver Child Relationship, Caregiver Role, Child Development, Classroom Environment, Cognitive Development, Curriculum Guides, Day Care, Early Childhood Education, Educational Resources, *Individual Development, *Infants, Language Acquisition, *Learning Activities, Motor Development, Problem Solving, Resource Materials, Social Development, *Toddlers

Noting that care and teaching can be provided simultaneously by a knowledgeable, responsive, warm and loving parent or child care workers, this infant and toddler handbook provides developmentally sequenced cognitive, social, motor, and language activities, called "invitations," for infants and toddlers from birth to 24 months. Chapter 1, "Infant/Toddler Development," discusses social, motor, language, and cognitive development from birth to 24 months. Chapter 2, "The Infant/Toddler Environment," describes how to arrange an appropriate environment for infants and toddlers, including identifying trouble spots, arranging indoor and outdoor play spaces, and conducting basic care routines. Chapter 3, "Invitations to Look and Listen," describes visual and auditory preferences and the caregiver's role, and presents activities using sight and sound. Chapter 4, "Invitations to Touch," describes tactile activities. Chapter 5, "Invitations to Communicate," describes the role of the caregiver and presents language/communication activities. Chapter 6, "Invitations to Move," discusses the balance between safety and freedom in the infant and toddler's environment and presents motor activities. Chapter 7, "Invitations to Discover and Solve Problems," discusses the child's emerging understanding of cause-effect relationships, object permanence, and goal-directed behavior; the role of the caregiver and the importance of freedom to explore and a responsive environment; and presents relevant problem solving activities. Each "invitation" delineates the emerging ability involved, the caregiver's role, and the activity. Appendices provide a list of resources and materials and a system for matching caregiving activities to the child's individual temperament. (KDFB)

ED 401 016 PS 024 734

Robinson, Clyde C. And Others

Psychometric Support for a New Measure of Authoritative, Authoritarian, and Permissive Parenting Practices: Cross-Cultural Connections.

Pub Date—Aug 96

Note—23p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City,

Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Authoritarianism, Child Development, *Child Rearing, Classification, *Cross Cultural Studies, Factor Analysis, Factor Structure, Foreign Countries, Measurement Techniques, *Measures (Individuals), Parent Child Relationship, Parenting Skills, *Permissive Environment, *Psychometrics, Questionnaires

Identifiers—Australia, *Authoritative Parenting, Baumrind (Diana), China, Parenting Styles, Permissiveness, Russia, United States

This study examined the psychometric characteristics of a 62-item parenting questionnaire completed by parents from the United States, Australia, China, and Russia. Factor analyses yielded three global parenting dimensions for each culture which were consistent with D. Baumrind's (1971) authoritative, authoritarian, and permissive typologies. The global parenting dimensions were subsequently analyzed to assess their internal structures. For each of the three global dimensions, a number of specific parenting practice factors were identified and compared cross-culturally. The internal factors for the authoritative style were: (1) warmth and involvement; (2) reasoning/induction; (3) democratic participation; and (4) good natured/easy going. The factors for the authoritarian style were: (1) verbal hostility; (2) corporal punishment; (3) non-reasoning, punitive strategies; and (4) directiveness. The factors for the permissive style were: (1) follow through; (2) ignoring misbehavior; (3) and self-confidence. Quite similar parenting practice factors were found for authoritative parenting across cultures; for authoritarian and permissive styles there were substantial cross-cultural differences among the specific parenting practices. Factor scores of the global parenting styles and specific practices were correlated with preschool behavioral problem outcomes to assess the validity of the instrument's cross-cultural use. For the United States and Australian families, mother and father authoritative and authoritarianism were related to child preschool behavioral problem outcomes. (KDFB)

ED 401 017 PS 024 735

Investing in Child Care Jobs in Low-Income

Communities: A Special Report from the National Center for the Early Childhood Work Force.

National Center for the Early Childhood Work Force, Washington, DC.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date—96

Note—13p.

Pub Type—Reports—Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Child Caregivers, *Early Childhood Education, *Employment Opportunities, Employment Potential, Employment Programs, Interviews, Job Training, Labor Needs, *Low Income Groups, National Surveys, *Preschool Education, Program Descriptions, Program Evaluation, Welfare Recipients

Identifiers—Welfare Reform, Welfare to Work Programs

Child care is a prevalent service need among parents of young children and a major employment option for women. Low compensation for child care teachers/providers contributes to the cycle of poverty because poor women have little access to training, education, and other avenues of career advancement. Mandatory employment for welfare recipients will create a demand for child care services which can be met by a portion of the women who must find employment. However, without a guarantee of adequate training, support, and compensation, the quality of the new child care services will be inadequate. The U.S. Army Child Development Services and Head Start are cited as examples of sectors of the field which offer adequate compensation and stability. A national survey has identified a variety of program options to increase low-income women's access to higher paying child care jobs. This study consulted with 100 individuals and organizations to target promising initiatives, and then conducted 16 interviews with program directors and advisors. Five programs are profiled in this report: (1) Child Care Careers Program in Boston, Massachusetts; (2) Minnesota Child Care Apprenticeship/Mentor Program in Minneapolis; (3) TEACH Early Childhood Project in North Carolina; (4) Chicago Commons in Chicago, Illinois; and (5) Child-

pace Management Group, Inc., in Philadelphia, Pennsylvania. Common obstacles to creating decent paying child care jobs and standards for success for effective training and employment in child care jobs are discussed. (KDFB)

ED 401 018 PS 024 736

Marinez, Michael E.

A Model of Cognitive Enhancement.

Pub Date—Sep 96

Note—14p.; Paper presented at the Growing Mind Conference (Geneva, Switzerland, September 1996).

Pub Type—Speeches/Meeting Papers (150)—Information Analyses (070)—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Ability, *Cognitive Development, Cognitive Processes, *Cognitive Psychology, Cognitive Structures, Developmental Psychology, Epistemology, Intelligence, Metacognition, Models, Piagetian Theory, Psychometrics, Theories, Thinking Skills

Identifiers—Cognitive Aptitude, Cognitive Complexity, Cognitive Enhancement, Cognitive Models, Cognitive Research, Neo Piagetian Theory

The pursuit of a science of mind has been marked by persistent conceptual tension. At one pole, exemplified by Piaget, the mind is characterized in terms of overarching principles. At the other end of the continuum, theory is more concerned with modeling particulars, as represented by the information processing model. This paper explores the emerging search for a middle ground, whose models describe a stage-like progression within definable cognitive modules, such as those dealing with number, space, and narrative. These models are constructed within the following argument: (1) thought forms (schemas, modules, etc.) are unequal in their importance to the broad range of human function; (2) intelligence can be understood as consisting of a loose mosaic of powerful modules; and (3) each module is itself complex, requiring study from multiple aspects. The paper proposes a taxonomy of modules drawn from different research traditions which, taken together, are descriptive of general mental ability or intelligence. The modules are separated into those that are largely concerned with the organization and transformation of information (knowledge) and those whose function is primarily self-regulatory (metaknowledge). Examples of knowledge modules include proportional reasoning, multidimensional classification, and numeric relations. Examples of metaknowledge modules include subgoal management, paragraph comprehension, and self-belief/efficacy. (Contains 21 references.) (EV)

ED 401 019 PS 024 739

Gill, Sukhdeep Reynolds, Arthur J.

Role of Parent Expectations in the School Success of At-Risk Children.

Pub Date—Aug 96

Note—12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Blacks, Childhood Attitudes, *Elementary School Students, Grade 6, *High Risk Students, Intermediate Grades, Longitudinal Studies, Mathematics Achievement, *Parent Aspiration, *Parent Attitudes, Parent Influence, Reading Achievement

Identifiers—African Americans, *Parent Expectations

This study explored the relationship of parents' educational expectations to the academic achievement of inner-city children at risk of school failure. A group of 745 sixth-grade African American children, who had complete information on parent variables and child outcome measures, were selected from a larger data set from the Chicago Longitudinal Study investigating the academic adjustment of 1,539 children. These children from low-income families graduated from Chicago's government-funded kindergarten program in 1986, and were comparable to the original sample on sex, parent education, and socioeconomic status. Parents reported educational expectations for their children's future success on a 7-point Likert scale in 1990-1992, when children were in grade 4-6. Children reported their perceptions of parent expectations during the same period. The child outcome

measures were reading and mathematics achievement scores on the Iowa Tests of Basic Skills measured in 1992. Results indicated that parent expectations were moderately correlated with children's educational achievement for math and reading. Parent expectations added significant variance to reading and math achievement. Children's perceptions of parent expectations also added significant variance to reading and math achievement. Parent expectations had a substantial direct effect on grade six reading and math achievement. Children's perceptions of parent expectations also had significant direct effect on both the outcomes. (KDFB)

ED 401 020 PS 024 742

Guidelines for Family Support Practice.

Family Resource Coalition, Chicago, IL.
Spons Agency—A.L. Mailman Family Foundation, Inc.; Annie E. Casey Foundation, Greenwich, CT.
Report No.—ISBN-1-885429-14-2
Pub Date—96
Note—141p.

Available from—Family Resource Coalition, 200 South Michigan Avenue, 16th Floor, Chicago, IL 60604; telephone: 312-341-0900; fax: 312-341-9361.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Children, *Family Needs, *Family Programs, Guidelines, Policy, Program Administration, Program Development, Program Evaluation.

Identifiers—*Family Resource and Support Programs, *Family Support

Family support programs have proliferated in many different settings in response to an increasing emphasis in the public policy arena on a family support strategy. These guidelines for effective family support practice represent the consensus of family support practitioners as assessed in focus groups with over 2,000 staff and parent participants. Chapter 1 of the guide, "The Family Support Story," discusses the need for family support, the development of the family support movement, and family support premises and principles. Chapters 2 through 6 present guidelines and key practices related to the following general areas of practice or themes identified in the family support principles: (1) relationship building; (2) enhancement of family capacity; (3) affirmation of diversity; (4) programs in communities; and (5) program planning, governance, and administration. Each practice chapter provides an introductory overview, guidelines for practice, and challenges in practice. The bulk of each chapter is devoted to guidelines for translating a principle into practice. The guidelines are practice goals, with key practices described as the actions necessary to achieve these goals. Practice examples from actual programs illustrate the application of the various strategies described. Chapter 7, "Looking to the Future," discusses how guidelines for family support can inform practice, training and education of family support workers, research and evaluation, and public policy. Three appendices contain recommended resources, describe the study's methodology, and delineate the premises and principles of family support. (KDFB)

ED 401 021 PS 024 744

Carrillo, Sonia And Others

Predicting Children's Interactions with Unfamiliar

Peers: Contributions of Parent-Child Interaction

Style and Child Individual Behavior.

Pub Date—Mar 96

Note—12p.; Paper presented at the Biennial Meeting of the Southwestern Society for Research in Human Development (Park City, UT, March 28-30, 1996).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Behavior, Comparative Analysis, *Elementary School Students, Fathers, Grade 2, *Interaction, Mothers, *Parent Child Relationship, Parent Role, Peer Groups, *Peer Relationship, Play, Primary Education, Q Methodology, Social Development

Identifiers—Dyads, Play Style

This study examined children's play interaction styles with unfamiliar peers; used mother-child and father-child dyadic qualities independently to predict children's social behavior; determined the relationship between children's individual behaviors and peer dyadic characteristics; and compared mother-child and father-child interactions on both

global and component levels. Thirty-eight second graders were selected from 6 public schools in the Austin, Texas area. Three 24-minute play sessions, with mother, father, and an unfamiliar peer, were videotaped. Parent-child interactions were evaluated using a 5-dimension dyadic measure yielding an overall synchrony score. Peer dyadic quality was assessed using the Dyadic Relationship Q-Set. Results indicated that the communicative exchanges and affect dimensions of the father-child dyad were consistent with those of the mother-child dyad. A synchronous father-child interaction style was associated with children's warmth and resistance; however, no significant correlation was observed between mother-child interactions and children's individual behaviors. Children's active engagement of an unfamiliar peer was positively related to dyadic harmony and positive social orientation, and negatively related to control. Child compliance was positively associated with dyadic responsiveness and self-disclosure. Child self-defending was negatively related to dyadic responsiveness. Dyadic control was negatively related to both child demandingness and antagonism. (Author/KDFB)

ED 401 022 PS 024 745

Palacio-Quintin, Ercilia Couture, Germain

Children's Representation of Parental Figures in Young Physically Abused and Non-Maltreated Children.

Pub Date—Aug 96

Note—11p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aggression, *Child Abuse, Childhood Attitudes, *Child Neglect, Comparative Analysis, Family Environment, Family Violence, Fathers, Mothers, Parent Child Relationship, Parent Role, *Parents, *Young Children

This study examined differences between maltreated and non-maltreated children in their perception of parental figures and explored differential perceptions of maternal and paternal figures. Using the Test for Detection of Parental Violence (TDPV), 22 maltreated 4- to 7-year-olds referred by Youth Protection Services were compared to 22 non-maltreated children recruited from preschools and kindergartens. The two groups were matched on age, gender, family income, employment status of parents, and family structure. The TDPV used six maternal pictures and four paternal pictures to elicit stories from the child interpreting situations in which the parental figure and a child interact. Children's stories were audiotaped, transcribed, and blind-scored, yielding scores for Parental Positive Behaviors and Parental Negative Behaviors for both mothers and fathers. Results indicated that maltreated children had a more negative perception of their parents than did non-maltreated children. Both groups showed different perceptions of maternal and paternal figures. Mother figure cards elicited more answers than father figure cards. The maltreated group perceived their parents as more aggressive, punitive, neglecting, and controlling than did non-maltreated children. Maltreated children saw their mother as more neglecting than their father. Non-maltreated children viewed their parents as having more positive affects and providing more explanations and saw their fathers as providing more caregiving than did maltreated children. (KDFB)

ED 401 023 PS 024 746

Lange, Anna-Lena

Life Situation and Coping Ability: A Follow-Up of a Longitudinal Swedish Twin Study from Adolescence to Mid-Life.

Pub Date—Aug 96

Note—8p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Adolescents, *Adults, Classroom Environment, *Coping, Family Characteristics, Family Environment, Family Relationship, Foreign Countries, Health, Heredity, Longitudinal Studies, Nature Nurture Controversy, *Quality of Life, Questionnaires, *Sex Differences, Student Adjustment, *Twins

Identifiers—Sweden

This longitudinal study investigated hereditary and environmental influences on life situation, self-reported health, and coping ability at mid-life in relation to background factors collected during adolescence. A nationally representative Swedish sample comprised of monozygotic (MZ) and dizygotic (DZ) twins; a control group of singletons was assessed when subjects were 16 years of age and again when they were in their mid-30s. A questionnaire addressing civil status, children, housing, education, occupation, economic situation, frequency of family contacts, family environment, and coping ability was completed by 319 twins and 322 singletons. Results showed sex differences, similar to findings during adolescent evaluation. Males reported higher occupational status and less frequent parental contact than females. DZ male twin adults had the most positive economic situation; MZ female twin adults reported the least positive. MZ male and DZ same-sex male twin adults had higher coping ability scores than other subjects. Teacher ratings of school adjustment during adolescence were positively related to coping ability at mid-life, with a stronger relationship for males than females. MZ twin adults showed a higher within pair concordance for coping ability than did DZ twin adults, suggesting hereditary influence on coping ability. MZ twins perceived their school environment during adolescence more similarly within pairs than did DZ twin pairs. MZ male twins perceived their family environment during adolescence more similarly within pairs than did DZ same-sex male twins. However, female MZ twins perceived their family environment during adolescence less similarly within pairs compared to DZ same-sex female twins. (KDFB)

ED 401 024 PS 024 747

Schönflug, Ute And Others

Acculturation, Ethnic Identity and Well-Being.

Pub Date—Aug 96

Note—14p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, Adjustment (to Environment), *Adolescents, Biculturalism, *Ethnicity, Foreign Countries, Identification (Psychology), Immigrants, *Late Adolescents, Questionnaires, Self Esteem, Social Integration, *Well Being

Identifiers—Differentiation, Germany, Optimal Distinctiveness Model

This study used an optimal distinctiveness model to examine bicultural identity development in 212 Turkish adolescents (13 to 24 years old) who were children of first generation migrant workers in Germany and tested in the third wave of a longitudinal study. The hypothesis was that the consequences of bicultural identity for psychological well-being should be optimal when the needs for assimilation and differentiation and degree of inclusion into one's own cultural group are at an intermediate level of intensity. The model was tested for students with either high or low perception of discrimination. Questionnaires were used to assess need for assimilation, differentiation, inclusion, self-esteem, and adaptation, using the Youth Self-Report Form of the Child Behavior Checklist. Results indicated that adolescent self-esteem was higher at the point of optimal distinctiveness measured as degree of inclusion in the culture of origin than it was at the low or high inclusion levels. Three measures of psychological well-being (vulnerability, psychological and physical symptoms) were lower at the point of optimal distinctiveness and higher at extreme points. The model was best confirmed for adolescent males and for adolescents younger than 18 years of age. (KDFB)

ED 401 025 PS 024 748

Blau, David M. Ed.

The Economics of Child Care.

Russell Sage Foundation, New York, N.Y.

Report No.—ISBN-0-87154-119-X

Pub Date—95

Note—192p.

Available from—Russell Sage Foundation, CUP Services, 750 Cascadilla Street, P.O. Box 6525, Ithaca, NY 14851 (Cloth: ISBN-0-87154-118-1, \$34.95; Paper: ISBN-0-87154-119-X, \$14.95).

Pub Type—Books (010) — Numerical/Quantitative Data (110) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—*Child Caregivers, *Consumer Economics, Cost Effectiveness, Decision Making, Developmental Psychology, *Economic Impact, *Economic Research, *Employed Women, *Public Policy, Quality Control

Identifiers—*Child Care Costs, Child Care Legislation, Child Care Needs, Child Care Satisfaction, Economic Trends, Quality Assurance

Economic issues are an important part of the debate over child care policy. This volume presents findings from economic analyses of research on child care issues surrounding recent policy decisions and scholarly debates. The book's introduction discusses four main issues: government involvement in child care policies, its effect on quality of child care, behavior of consumers in the child care market, and the supply of child care. The introduction concludes with a summary of each of the chapters and ensuing comments written by seven economists. The chapters are: (1) "Child Care Policy and Research: An Economist's Perspective" (Philip K. Robins, comments by William Prosser); (2) "Public Policy and the Supply of Child Care Services" (James R. Walker, comments from a developmental psychologist's perspective by Deborah A. Phillips); (3) "The Importance of Child Care Costs to Women's Decision Making" (Rachel Connelly, comments by Sandra L. Hofferth); (4) "Quality, Cost, and Parental Choice of Child Care" (Ellen Kisker and Rebecca Maynard); and (5) "The Quality of Child Care: An Economic Perspective" by David M. Blau. All but one of the chapters contain references. (AMC)

ED 401 026

PS 024 749

Chess, Stella Thomas, Alexander

Temperament: Theory and Practice. Brunner/Mazel Basic Principles into Practice Series, Volume 12.

Report No.—ISBN-0-87630-835-3

Pub Date—96

Note—215p.

Available from—Brunner/Mazel Publishers, 19 Union Square West, New York, NY 10003 (\$24.95).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—Adolescents, Adults, Behavior Patterns, Behavior Problems, Children, Cultural Influences, Definitions, Developmental Psychology, Guidance Programs, Infants, *Parent Child Relationship, *Personality Studies, *Personality Theories, *Personality Traits, *Psychological Characteristics, Psychological Evaluation, *Psychological Studies

Identifiers—*New York Longitudinal Study, Parent Child Program, Pediatric Psychology, Personality Types

This book outlines the basic tenets and applications of the theory of temperament based on the findings of the New York Longitudinal Study begun in 1956. It describes the concept and definition of temperament, reviews studies that support and expand on the definition, and explores temperament and its impact across various practice settings and special populations. The book is divided into two major sections dealing with basic concepts and new applications of the theory and practice of temperament. The chapters of the book are: (1) "Introduction," briefly outlining the historical context for the development of the theory; (2) "The Initial Concept of Temperament"; (3) "The Initial Hypothesis"; (4) "The First Research Effort: From Failure to Success"; (5) "The New York Longitudinal Study (NYLS)"; (6) "Analysis of Data and the Definition and Rating of Temperament and Categories"; (7) "The Clinical Interview for Temperament"; (8) "The Concept of Goodness of Fit"; (9) "Parent Guidance"; (10) "The Rapid Expansion of Temperament Practice and Theory Since 1970"; (11) "Parent and Child Education about Temperament"; (12) "Prevention and Early Intervention in Temperament Programs"; (13) "The Kaiser Permanente Temperament Program"; (14) "A New Mental Health Profession: The Temperament Counselor"; (15) "Temperament and School Functioning"; (16) "Temperament and Pediatric Practice"; (17) "Temperament and Nursing Practice"; (18) "Temperament and Psychotherapy for Children"; (19) "Temperament and Psychotherapy of Adolescents"; (20) "Temperament and Psychotherapy of Adults"; (21) "Temperament and the Handicapped Child"; (22) "Biological Research on Temperament"; (23) "Temperament and Culture"; (24) "Temperament in Consistency and Change"; and (25) "A Look to the Future." Contains 84 references. (AMC)

ED 401 027

PS 024 750

Unger, Harlow G.

How To Pick a Perfect Private School.

Report No.—ISBN-0-8160-2753-6

Pub Date—93

Note—218p.

Available from—Facts on File, 460 Park Avenue South, New York, NY 10016-7382; tel: 800-322-8755 except NY, AK, or HI (\$21.95; quantity discounts).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Boarding Schools, Day Schools, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Military Schools, Parent Responsibility, Parent School Relationship, *Private Education, *Private School Aid, *Private Schools, Religious Education, School Choice, Special Education, Study Abroad

Identifiers—*National Association of Independent Schools, *Parent Expectations

This book offers consumer information for parents who are considering enrolling their child in a private school. Beginning with a descriptive overview of private schools, the guide discusses advantages of private schools, how to finance a private school education, and how to determine a child's educational needs. The book offers criteria for evaluating a school's accreditation, Scholastic Achievement Test (SAT) scores, financial condition, and campus. The book contains the following chapters: (1) "Private vs. Public...in Case You're Undecided"; (2) "Defining Your Children's Needs"; (3) "Different Schools for Different Kids"; (4) "Standards for Evaluating Schools"; (5) "Evaluating Schools 'On Paper'"; (6) "Evaluating Schools: The Final Phase"; and (7) "A Final Word," which discusses the boarding school experience and the responsibilities of parents of children attending private schools. Appendices contain a sample Private School Evaluation Form, a list of member schools of the National Association of Independent Schools, and a list of financial aid resources. (AMC)

ED 401 028

PS 024 751

Brown, Patricia A., Ed.

Competence: News for the CDA Community, 1995.

Council for Early Childhood Professional Recognition, Washington, DC.

Pub Date—95

Note—23p.; For 1993 journals, see ED 395 672 and for 1994 journals, see ED 399 012.

Available from—Council for Early Childhood Professional Recognition, 1341 G Street, N.W., Suite 400, Washington, DC 20005-3105.

Journal Cit—Competence; v12 n1-3 Mar-Nov 1995.

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, *Child Caregivers, *Child Development Specialists, *Credentials, Early Childhood Education, Newsletters, Professional Continuing Education, *Professional Development, *Professional Education, Professional Training, Quality Control

Identifiers—CDA, *CDA Credential, *Child Development Associate, Florida, Italy (Reggio Emilia), New Jersey, Oklahoma, Reggio Emilia Approach

These three newsletter issues provide organizational news from the Council for Early Childhood Professional Recognition, the organization that administers the program that awards the Child Development Associate (CDA) credential to caregivers. Each issue provides a CDA profile of an exceptional educator or caregiver and a listing of CDA training sessions. The March 1995 issue profiles one of the first CDAs. This issue also describes the Quality 2000 initiative for quality improvement of early care and education and provides information on the CDA history book and the CDA training program. The July 1995 issue contains a retrospective of the Council for Early Childhood Professional Recognition, including a listing of significant achievements. This issue also contains a legislative update related to the CDA designation in Florida and Oklahoma and a report from the state of Florida on the impact of the CDA credential. The November 1995 issue begins with a letter thanking supporters of the Council. This issue also contains an article concerning CDA involvement by the first Council board president, guidelines and procedures for new CDA renewals and second setting CDA credentials, a profile of the Essex County, New Jersey, on-site training program, and a table of Reggio Emilia re-

sources available from the Council. (SD)

ED 401 029

PS 024 752

Kohn, Alfie

Beyond Discipline: From Compliance to Community.

Association for Supervision and Curriculum Development, Alexandria, VA.

Report No.—ISBN-0-87120-270-0

Pub Date—96

Note—184p.

Available from—Association for Supervision and Curriculum Development, 1250 North Pitt Street, Alexandria, VA 22314-1453; telephone: 1-800-933-2723; fax: 703-299-8631 (ASCD member price: \$14.95; nonmember price: \$17.95; ASCD Stock No. 196075).

Pub Type—Books (010) — Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Behavior Problems, Change Strategies, Classroom Environment, *Classroom Techniques, *Curriculum Development, *Discipline, Discipline Policy, Discipline Problems, *Participative Decision Making, Problem Solving, Punishment, Reinforcement, Self Control, Teacher Behavior, *Teacher Student Relationship

Identifiers—*Assertive Discipline, *Classroom Effectiveness, Disciplinary Styles

Calling into question many of the assumptions underlying classroom discipline, this book offers an alternative vision to traditional classroom management models in which teachers control students by promising them rewards or threaten them with punishment. The introduction takes the position that rather than employ effective discipline measures to control the behavior of students, effective teachers focus on what it is they are asking their students to do. The introduction concludes with a constructivist critique—just as a right-answer focus does not help children to become good thinkers, a right-behavior focus does not help children become good people. The chapters are: (1) "The Nature of Children"; (2) "Blaming the Kids"; (3) "Bribes and Threats"; (4) "Punishment Lite: 'Consequences' and Pseudo-choice"; (5) "How Not to Get Control of the Classroom"; (6) "A Classroom of Their Choosing"; (7) "The Classroom as Community"; and (8) "Solving Problems Together." The book contains two appendices which answer 10 commonly asked questions about discipline and offer definitions of assertive discipline terminology. Contains a section of notes on each chapter and 130 references. (AMC)

ED 401 030

PS 024 753

Bergmann, Barbara R.

Saving Our Children from Poverty: What the United States Can Learn from France.

Russell Sage Foundation, New York, N.Y.

Report No.—ISBN-0-87154-114-9

Pub Date—96

Note—184p.

Available from—Russell Sage Foundation, CUP Services, 750 Cascadilla Street, P.O. Box 6525, Ithaca, NY 14851 (\$34.95).

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Child Welfare, Economically Disadvantaged, *Federal Government, Foreign Countries, *Government Role, Lobbying, Medical Services, One Parent Family, Political Influences, Poverty Programs, Program Costs, *Public Agencies, Public Policy, *Sociocultural Patterns, Welfare Recipients, *Welfare Services, Well Being

Identifiers—Child Care Costs, Child Care Legislation, Child Care Needs, *France, Policy Reviews, Political Action, Welfare Reform

This book asserts that public assistance programs—particularly in countries in Western Europe—have been demonstrated to relieve deprivation and ensure an acceptable standard of living for those nations' families. Contrasting the extensive child welfare programs offered by France with those of the United States, this book describes in detail an array of benefits offered by the French government that are available to both high- and low-income families. The comparison shows how the French government runs nursery schools, guarantees medical care, and creates strong incentives for parents to seek and hold jobs rather than remain on welfare, allowing a single mother who chooses to work to continue to receive substantial income supplements, housing assistance, subsidized health care, and access to low-cost child care. This book describes how an American mother who chooses to work loses

most of her cash benefits and receives no government assistance with child care, resulting in nearly one in four American children living below the poverty line—a proportion that exceeds that of any other advanced nation. The book is divided into three parts comparing differences in programs and spending in France and America, describing French programs for child well-being, and describing past and proposed American programs for children. Following a descriptive list of 30 statistical tables, the book contains 8 chapters: (1) "How Two Countries Respond to Children's Needs"; (2) "Differences in Spending and Program Design"; (3) "Government Child-Care Program Design"; (4) "French Payments To Raise Children's Living Standards"; (5) "Medical Services for Child Well-Being in France"; (6) "American Programs for Children: Keeping Millions Deprived"; (7) "Reducing Child Poverty by Helping Working Parents"; and (8) "Can We Conquer Child Poverty in America through Political Action?" Each chapter contains extensive notes and references. (AMC)

ED 401 031

PS 204 754

Weissbourd, Richard

The Vulnerable Child: What Really Hurts America's Children and What We Can Do about It.

Report No.—ISBN-0-201-48395-5

Pub Date—96

Note—280p.

Available from—Addison-Wesley Publishing Company, Inc., 1 Jacob Way, Reading, MA 01867 (\$22).

Pub Type—Books (010)

Document Not Available from EDRS.

Descriptors—"At Risk Persons, Community Change, Community Characteristics, Community Influence, Community Problems, Community Programs, Crisis Intervention, *Disadvantaged Environment, *Disadvantaged Youth, Dropout Prevention, *Educationally Disadvantaged, Elementary Secondary Education, Family Needs, Family Violence, Parent Responsibility, Police Community Relationship, Poverty, Prevention, Public Agencies, School Effectiveness, Student School Relationship, Violence

Identifiers—Family Clusters, Family Crises, Family Intervention, Family Resource and Support Programs

This book examines the stereotypes and superficial categorizations of America's children in crisis, and discusses the nature of childhood disadvantage. Findings from interviews with children and professionals, and a reexamination of past and present research, reveal that most children at risk are not poor. The evidence suggests that factors such as chronic parental stress and depression have a more powerful influence on a child's fate than whether or not there are two parents in the home or whether or not the family lives below the poverty line. Studies show that relocation, social isolation, problems with hearing and vision, lack of opportunities for accomplishment, learning disabilities, and obesity are the subtle variables that profoundly affect the lives of children regardless of race or class. The first part of the book describes at-risk children in the United States and the second part offers suggestions for how institutions related to children's success. The chapters of the book are: (1) "What Ever Happened to Huckleberry Finn?" discounting prevailing perceptions of disadvantaged children as drawn too narrowly; (2) "The Real Roots of Success and Failure," offering a complex model for determining children who are vulnerable; (3) "Families United," examining changing family structures; (4) "Looking Inside Families," looking at the quality of parenting, sibling relationships, and family patterns; (5) "The Roots of Gangs and Cliques"; (6) "Communities: More than Kind and Less than Kin"; (7) "The Troubles of Ghetto Children"; (8) "Why Our Efforts to Help Children Fail"; (9) "Healthy Starts," describing successes in child-care institutions; (10) "Schools That Work"; (11) "Even If the Boat Goes Down: Child Protective Services"; (12) "The Police," advocating community policing; (13) "Beyond the Edifice Complex: What Cities Can Do." Contains 18 references. (AMC)

ED 401 032

PS 204 755

Rose, Judith

Designing and Implementing a Marketing Plan To Preserve Early Childhood Services Needed by Full-Time Working Families.

Pub Date—96

Note—90p.; Master's Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"Day Care, Day Care Centers, *Early Childhood Education, *Employed Parents, Family Needs, Full Day Half Day Schedules, Infant Care, *Marketing, Parent Participation, Volunteers

Identifiers—Child Care Costs, Child Care Facility Schedule, Child Care Needs, Child Placement

This study examined the effectiveness of a marketing plan designed to raise leadership awareness and support for adding four critical services to targeted early childhood programs: (1) childcare for children younger than 18 months; (2) extended hours to meet the needs of working parents; (3) 52 weeks of services each year; and (4) affordable tuition. These program services were offered by a recently closed program, leaving several families without appropriate child care. The strategy was to market these program aspects to four neighboring programs and the funding agency which promised assistance in finding comparable early childhood situations for the families needing the services. The tools used included a written marketing plan detailing student and parent needs and an advertising flyer. Volunteer parents assisted in implementing the marketing plan. Results indicated that the leadership's responses from the targeted programs was favorable. Two programs offered to alter their calendar and hours to operate year-round and with extended hours. One program offered a substantial tuition reduction by creating a new family "track." All the programs offered to extend their program to include some of the new components. Volunteer parents communicated with community leadership at many levels. The majority of parents found suitable placements for their children after the closure of their program. Appendices include samples of the marketing tools and results of some of the strategies implemented. (Contains 31 references.) (KDFB)

ED 401 033

PS 204 756

Smith, Susan L.

Improving a Military Before and After School Program for Kindergarten Children through Staff Training.

Pub Date—96

Note—81p.; Master's Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—"After School Programs, Behavior Problems, Child Caregivers, Child Development, Child Health, Class Activities, Classroom Environment, Cognitive Development, Creativity, Discipline, Educational Quality, Elementary Education, *Elementary School Students, Inservice Education, Job Skills, Job Training, Nutrition, Parent Participation, Physical Development, Program Evaluation, Program Improvement, Reflective Teaching, Safety, *School Age Day Care, Self Esteem, Social Development, *Staff Development

Identifiers—"Before School Programs, Caregiver Training, *Developmentally Appropriate Programs

Concerns about the quality of a before- and after-school program on an overseas military installation arose due to low staff morale, caregivers' lack of training and experience, and child behavior problems. This practicum project devised and implemented a 10-week training program to increase staff knowledge of developmentally appropriate practices and to provide them with guided practice in evaluation of program components. Caregivers were assisted, through reflective teaching and peer advising, in using their new knowledge to alter the children's activity environment. The training module topics were: (1) keeping children safe; (2) promoting good health and nutrition; (3) creating and using an environment for learning; (4) promoting physical development; (5) promoting cognitive development; (6) promoting communication; (7) promoting creativity; (8) building children's self-esteem; (9) promoting social development; (10) providing positive guidance; (11) working with families; (12) being an effective manager; and (13) maintaining a commitment to professionalism. Resources were also collected to assist staff in future planning. Evaluation results indicated that staff gained knowledge of developmentally appropriate practices and were able to implement changes to the daily schedule, the environment, and the activities. These adaptations resulted in children engaging in more appropriate

activities throughout the program day, and an 80 percent decline in the number of child behavior problems. (Eleven appendices include a list of additional training materials and sample training activities. Contains 24 references.) (KDFB)

ED 401 034

PS 204 757

Shipley, Gay Lynn Oborn, C. Stephen

A Review of Four Preschool Programs: A Preschool Model That Works.

Pub Date—Oct 96

Note—32p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Day Care, Day Care Effects, *Early Childhood Education, Educational Quality, Models, *Montessori Method, Parent Participation, Program Effectiveness, Program Evaluation

Identifiers—America 2000, National Association Educ of Young Children, National Education Goals 1990, *Project Head Start

The issue of program quality must be paramount on state educational agendas if the America 2000 preschool goal—that all children start school ready to learn—is to be attained. This paper describes four types of preschool programs (Project Head Start, Montessori, public preschools, and private day cares) and reviews the evidence on their effectiveness. First, Project Head Start's history, philosophy, and goals are discussed, as are the reasons for its popularity over the years. The paper next presents Montessori philosophy, goals, developmental theories, and curriculum, and distinguishes the approaches espoused by the Association Montessori International and the American Montessori Society. Then the paper examines the rationale for public school sponsorship of early childhood education; current state involvement in early education, as indicated by the preschool component of 1990 National Education Goals and the incorporation of preschool initiatives into state budgets; and the National Association for the Education of Young Children's research on quality indicators. Finally, the paper outlines the need for private child care; the range of programming options available; the difficulties in licensing; corporate and university day care; and state assistance provided to day care. Using this information, the paper recommends a model for public preschool programs that includes: (1) connections to service agencies to enhance family involvement; (2) effective teacher training; (3) attachment to existing public school buildings and interfaces with the elementary routine; and (4) curricular connections between preschool and kindergarten. (Contains 20 references.) (KDFB)

ED 401 035

PS 204 758

Starting Again in the Middle: The Middle Start Initiative [with] Executive Summary.

Michigan League for Human Services, Detroit.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date—[Sep 96]

Note—49p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Administrator Attitudes, Drug Use, *Early Adolescents, Educational Improvement, Educational Needs, Educational Quality, Excellence in Education, Expectation, Intermediate Grades, *Junior High Schools, Low Income Groups, *Middle Schools, Parent Participation, Parent Teacher Cooperation, School Effectiveness, Self Efficacy, State Surveys, Student Attitudes, Student Behavior, Surveys, Teacher Attitudes, Teaching Methods

Identifiers—"Michigan

This study sought to demonstrate that Michigan middle-grades schools can become more effective learning environments for young adolescents. A total of 224 Michigan schools participated in a teacher and administrator survey, 101 of which also conducted student surveys, reaching over 45,600 students in the fifth to ninth grades. Part 1, "Early Adolescence - A Period of Change," includes results on family situations; health and safety concerns; and school expectations, achievement, and support. Part 2, "Adolescent Learning and Development - The School's Role," includes results detailing the current Michigan learning environment, including teaching staff experience, training, and practices; and available instructional, parental, and community resources to support learning. Part 3, "Starting

Again in the Middle - A Work in Progress," summarizes the study's findings, makes recommendations, and delineates key features of effective middle-grades schools. Key findings were: (1) too many young adolescents lose ground during the middle grades, as evidenced by widening achievement gaps between high and low achievers, declining school-based support to address barriers associated with poverty, declining student self-expectations, significant unsupervised time after school, widespread experimentation with drugs, and few opportunities to participate in alternatives to risky behavior; (2) when middle-grades schools are given the appropriate human and financial resources to implement key reforms, more students are likely to achieve at higher levels, as evidenced by better grades, higher expectations, improved behavior, innovative teaching practices, and more teacher-parent contact; and (3) the necessary human and financial resources are not uniformly available to all Michigan middle-grades schools. Contains extensive recommendations. (KDFB)

ED 401 036 PS 024 759

Menendez, Susana And Others

Social Support and Parents' Satisfaction during the Transition to Parenthood.

Pub Date—Aug 96

Note—9p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adults, *Child Rearing, *Emotional Adjustment, Foreign Countries, Friendship, Marital Satisfaction, Marriage, *Parent Attitudes, *Parent Role, Sex Differences, *Social Support Groups, Spouses

Identifiers—New Parents, Spain

This study examined factors contributing to parental satisfaction during the transition to parenthood, and considered gender differences in the type of social support received and role satisfaction. Ninety-five subjects (55 mothers and 40 fathers) were selected to include both primiparous and multiparous parents, employed and nonemployed mothers, urban and rural residence, and various levels of education. They were interviewed separately before and after becoming parents. Results suggested that fathers were more satisfied with their wives' role as mothers than they were with themselves as fathers, and that mothers were more satisfied with themselves as mothers than they were with their husbands as fathers. Mothers reported having more conversations with others on raising children than did fathers. Significant gender differences were also reported in the importance given to support received from various sources; mothers found health care providers and reading more important than did fathers, and fathers found their spouse more important than did mothers. Parents who perceived more social support were more satisfied with their parental role and their spouse's role than were parents who perceived less social support. Further, there was a positive relationship between marital and parental satisfaction. The quality of the marital relationship, the use of friends as a support source, and presence of child-rearing conversations explained 55 percent of the variance in perceived social support. (KDFB)

ED 401 037 PS 024 761

Zebroski, Mary Patricia

Establishment of Fetal Alcohol Support and Information Network of Southwestern Pennsylvania: A Response to the Expressed Needs of Foster and Adoptive Parents.

Pub Date—96

Note—77p.; Master's Practicum Report, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Adoptive Parents, Adults, Children, Family Needs, *Fetal Alcohol Syndrome, Foster Family, Parent Materials, Parents, Parent Workshops, Prenatal Drug Exposure, Social Agencies, Social Networks, Social Services, *Social Support Groups, Staff Development, Surveys, Workshops

Identifiers—Family Support

This practicum study assessed the formation of The Western Pennsylvania Fetal Alcohol Support and Information Network, established to provide assistance to foster and adoptive families of children

with Fetal Alcohol Syndrome and Fetal Alcohol Effect (FAS/E). Priorities for the network were: (1) increasing awareness and knowledge of FAS/E issues among foster and adoption agency staff; (2) providing information to families with an individual with FAS/E; (3) establishing a system of mutual support for these families; and (4) identifying methods of continuing these services after the end of the practicum. Staff workshops focusing on the developmental course of this disability and printed information packets were used with four foster and adoption agencies. Families with FAS/E individuals were contacted through parent newsletters, newspapers, and existing parent groups. Host FAS/E families were identified to organize informational workshops in their communities to be conducted by the author. Results suggested that all workshop participants demonstrated increased understanding of FAS/E. Information packets were mailed to 48 adoption and foster care agencies in the area; several had copied and distributed them to staff. Although 17 families were identified for the network, parent meetings were not successful because most families were not interested in attending them. Including parents at staff meetings, distributing a newsletter, and creating linkages between individual families were used to meet parent needs for information and support. Several funding possibilities were identified for continuing the network. Appendices contain instruments used in the study. (Contains 21 references.) (KDFB)

ED 401 038 PS 024 762

Curtis, Deb Carter, Margie

Reflecting Children's Lives: A Handbook for Planning Child-Centered Curriculum.

Report No.—ISBN-1-884834-27-2

Pub Date—96

Note—192p.

Available from—Redleaf Press, P.O. Box CG7, 450 North Syndicate, Suite 5, St. Paul, MN 55104-4125 (Catalog No. 3043, \$21.95, plus \$2.95 shipping. Minnesota residents must add 6.5% sales tax).

Pub Type—Guides - Classroom - Teacher (052) — Reference Materials (130)

Document Not Available from EDRS.

Descriptors—Classroom Communication, Classroom Design, Classroom Environment, Classroom Observation Techniques, Classroom Techniques, Curriculum, *Curriculum Development, *Early Childhood Education, Individual Development, Infants, *Preschool Education, Professional Development, Resource Materials, Scheduling, Self Evaluation (Individuals), Space Utilization, *Student Centered Curriculum, Teacher Role, Teacher Student Relationship, Toddlers, Units of Study, Young Children

Identifiers—Child Centered Education, Developmentally Appropriate Programs

This handbook is a resource for preschool curriculum planning. Chapter 1, "Begin with Yourself," provides checklists, comparative charts, and guiding questions for self-assessment of knowledge and experiences. Chapter 2, "Revitalizing the Environment," provides tools to assess the learning environment and makes suggestions about space, schedule, classroom routines, and materials. Chapter 3, "Bringing the Child Back in DAP," emphasizes self-directed activities to improve observation skills and give sample teacher journal entries. Chapter 4, "Redefining Curriculum Themes," includes activities to enable teachers to reconsider their approach to theme planning, including materials and suggestions for the themes of meaningful work, physical development, creative expression, transformation activities, and learning skills. Children's projects are provided as examples to analyze. Chapter 5, "Caring for Infants and Toddlers," focuses on building relationships with this age group. Chapter 6, "Organizing and Communicating Your Approach to Curriculum Planning," provides several schema for planning curriculum and includes self-directed activities to strengthen teachers' ability to communicate the value of their role. Chapter 7, "Developing Yourself," includes a self-assessment checklist, encourages thinking in new ways about the teachers' role, and discusses teacher dispositions to cultivate. Resource materials are recommended for environments, curriculum planning, and teacher roles; infants and toddlers; observing children and the natural world; professional and personal growth and inspiration. A list of useful supplies is also included. (KDFB)

ED 401 039 PS 024 763

Oehlberg, Barbara

Making It Better: Activities for Children Living in a Stressful World.

Report No.—ISBN-1-884834-26-4

Pub Date—96

Note—133p.; Illustrated by Stephanie Roth.

Available from—Redleaf Press, P.O. Box CG7, 450 North Syndicate, Suite 5, St. Paul, MN 55104-4125 (Catalog No. 3044, \$16.95, plus \$2.95 shipping. Minnesota residents must add 6.5% sales tax).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Anger, Child Caregivers, *Childhood Needs, *Class Activities, Classroom Techniques, *Coping, Early Childhood Education, Elementary Education, *Emotional Adjustment, Grief, Peer Acceptance, Preschool Teachers, Stress Management, *Young Children

Identifiers—Resilience (Personality), Trauma

Recognizing the need to empower children experiencing difficulties in their everyday lives, this book presents activities for healing and recovery designed for classroom or small group use with children ages 3 to 10 years. The activities are intended to guide children into self-directed understanding and processing of experiences and memories, rather than to glean personal disclosures or gather information about children's experiences. The three chapters of activities—"Healing Play," "Healing Art," and "Healing Language Arts"—are designed to help children address personal issues of loss, separation, rejection, despair, frustration, anger, and powerlessness. Each of the 69 activities includes the issue addressed and purpose of the activity, and describes the procedures involved. Some of the activities include suggestions for implementation or extension. Four additional chapters discuss: (1) the impact of trauma on children; (2) the grieving process, including experiences that compound loss, separation, and grief; (3) healing from trauma and loss; and (4) building resiliency in children, including managing anger, stress, conflict, and fear. Each of these four chapters lists resource organizations and appropriate books for children. Appendices provide information on making referrals to community mental health services and list additional resources for teachers and parents and suggested children's books. (KDFB)

ED 401 040 PS 024 791

Richardson, Rita C.

Connecting with Others: Lessons for Teaching Social and Emotional Competence, Grades K-2 [and] Grades 3-5.

Report No.—ISBN-0-87822-362-2; ISBN-0-87822-363-0.

Pub Date—96

Note—610p.

Available from—Research Press, 2612 North Mattis Avenue, Champaign, IL 61821; phone: 800-519-2707; fax: 217-352-1221 (Grades K-2: ISBN-0-87822-362-2, \$39.95; Grades 3-5: ISBN-0-87822-363-0, \$39.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Assertiveness, Behavior Modification, Cognitive Restructuring, *Conflict Resolution, Cooperative Learning, Discipline, Empathy, Interpersonal Communication, *Interpersonal Competence, Peer Relationship, Perspective Taking, Primary Education, Problem Solving, *Prosocial Behavior, Self Concept, Self Control, Self Management, Sharing Behavior, Social Adjustment, Social Behavior, Social Cognition, Transactional Analysis

Identifiers—*Behavior Management

The Connecting with Others program, initially developed to teach prosocial skills to special-needs students within regular classroom settings, offers an alternative strategy to classroom management and discipline through instruction in self-regulation skills and conflict resolution. The program for elementary grades consists of a K-2 volume and its companion for grades 3-5. The 30 lessons in each volume are based on 3 theoretical approaches: Transactional Analysis, assertion training, and cognitive behavior modification. They are grouped within the following skill areas: (1) concept of self and others; (2) socialization; (3) problem solving and conflict resolution; (4) communication; (5) sharing; and (6) empathy and caring. Each lesson involves active participation and stresses generalization of the skills and concepts taught to the real-world environment. Instructional strategies used throughout the program include storytelling,

relaxation techniques, modeling, behavioral rehearsal, creative visualization, and cooperative learning. The lessons may be presented as a separate curriculum, or they may be incorporated in academic subjects such as social studies, language arts, or health education. In each volume, appendix A presents a selected bibliography of children's literature, organized according to the specific skill areas, and appendix B includes newsletters to orient parents to the basic concepts underlying the program, as well as to the specific content of each skill area. Each volume contains about 100 references. (EV)

ED 401 041 PS 024 793
Your Child Goes to School: A Handbook for Parents of Children Entering School for the First Time.

Maryland State Dept. of Education, Baltimore.

Pub Date—96

Note—34p.; Supercedes ED 356 866.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—After School Programs, Child Development, *Elementary Education, Health Needs, *Kindergarten, Learning Readiness, Parent Child Relationship, Parents as Teachers, Parent School Relationship, Parent Teacher Cooperation, *Preschool Children, Psychological Needs, Safety, School Entrance Age, *School Readiness, Screening Tests

Identifiers—Before School Programs

The five chapters in this handbook, intended for parents of children entering kindergarten for the first time, offer suggestions about how parents can help their child get ready for school and make starting kindergarten a successful and happy event. Chapter 1 describes when learning begins and offers tips for helping children who are starting school and for handling opening day jitters. Chapter 2 focuses on knowing more about 4- and 5-year-old children and offers suggestions for monitoring children's health, happiness, anger, and safety. Chapter 3 is devoted to parents' learning about the child's teacher, the contents of the school program, school laws, and the school's methods of testing children. Chapter 4 discusses before- and after-school care and offers guidelines for examining the types of care available, finding care, and determining whether the child care offered fits the parents' needs. Chapter 5 explains the parents' role in their child's education and suggests activities to help the child succeed in and out of school. An appendix lists detailing actions involved in good parenting and skills for parents to develop in dealing constructively with their or their child's anger. (KDFB)

ED 401 042 PS 024 799

Piccio, Linda Pierce

Student-Led Parent Conferences: How To Launch and Manage Conferences That Get Parents Involved and Improve Student Learning.

Report No.—ISBN-0-590-89649-0

Pub Date—96

Note—88p.

Available from—Scholastic Professional Books, Scholastic, Inc., P.O. Box 7502, Jefferson City, MO 67510; phone: 800-325-6149; fax: 800-223-4011 (\$10.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Elementary Education, Parent Participation, Parent Student Relationship, *Parent Teacher Conferences, Report Cards, Self Evaluation (Individuals), Student Evaluation, Student Leadership, *Student Role Identifiers—*Student Led Activities

Student-led parent conferences allow students to gain significant insights about themselves as learners in ways traditional parent-teacher conferences do not. This guide draws on two teachers' experience to help other teachers implement student-led parent conferences that will enhance parent involvement and student learning. Chapter 1, "Why Use Student-Led Conferences," describes the process and outlines benefits for parents, students, and teachers. Chapter 2, "Looking Back at Our First Student-Led Conferences," discusses planning steps for student-led conferences, including incorporating all parts of the curriculum, preparing a schedule, discussing the plan with parents, preparing forms for the student-led conference, and preparing students for the conferences. Chapter 3, "How the Conference Centers Worked," highlights the materials and activities used at the reading, writing, math, science, art, gym, and refreshment table conference centers. Chapter 4, "Discoveries and Responses," presents

findings from implementing student-led conferences, especially parent and student feedback, and addresses special family situations. Chapter 5, "Activities at the Centers and Parents' Questions," describes possible activities for the various centers and lists questions for parents to ask their child during the activity. Chapter 6, "Other Teachers, Other Schools, Other Schedules," shares the approaches of six other teachers as examples to assist in designing a schedule. Chapter 7, "Reports and Comments on Conferences," discusses the three-way report card as a replacement for the traditional report card, in which parent, child, and teacher make comments regarding each center. Sample forms are appended. Contains 13 references. (KDFB)

ED 401 043 PS 024 801

Thornton, Stephanie

Children Solving Problems. The Developing Child Series.

Report No.—ISBN-0-674-11624-0

Pub Date—95

Note—143p.

Available from—Harvard University Press, 79 Garden St., Cambridge, MA 02138-1432; phone: U.S. and Canada, 800-448-2242; International, 617-495-2480; fax: U.S. and Canada, 800-962-4983; International, 617-495-8924 (paperback: ISBN-0-674-11624-0; \$10.95; hardcover: ISBN-0-674-11623-2, \$24.95).

Pub Type—Books (010) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Age Differences, Child Development, *Children, Cognitive Development, Cognitive Structures, Developmental Stages, Emotional Experience, Feedback, Foreign Countries, Goal Orientation, *Individual Development, *Infants, Inferences, Knowledge Level, Logical Thinking, Memory, Metacognition, Piagetian Theory, *Problem Solving, Psychological Characteristics, Self Control, Self Esteem, Social Influences, *Thinking Skills

Identifiers—Analogies, Guided Practice, Piaget (Jean), Scaffolding, Vygotsky (Lev S), Zone of Proximal Development

The developmental increase in the ability to solve problems is a puzzle. Does it come from basic changes in mental skills, or is it a matter of practice? This book from the Developing Child series synthesizes recent research examining children's problem-solving skills development. Chapter 1 presents the major themes: (1) there is increasing evidence that problem-solving skills develop from discovering and using information and interpreting feedback, rather than through development of logical skills; (2) problem-solving involves change, moving from one idea to a new one; and (3) problem-solving is also a social process involving emotions as well as skill. Chapter 2 considers traditional assumptions about problem-solving development and concludes that logic is just one of many strategies one can select. Chapter 3 includes examination of inherent problem-solving skills in infants, their developing ability to draw inferences, how task knowledge can alter strategies and types of reasoning available, the kinds of concepts a child can use, and the development of metacognitive awareness. Chapter 4 examines dynamic processes shaping problem-solving, including initial strategy selection, strategy discovery through reflection on the elements of a successful strategy, and feedback use. Chapter 5 examines shared problem-solving with peers or with a skilled partner, including scaffolding and guided participation, task and context influences in teaching problem-solving skills, and the role of confidence and control. Chapter 6 summarizes the nature and malleability of the child's problem-solving skills and future directions for research. Contains approximately 50 references. (KDFB)

ED 401 044 PS 024 808

Rothenberg, Dianne

Grandparents as Parents: A Primer for Schools.

ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-8

Pub Date—Oct 96

Contract—DERR93002007

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Enrollment, Family (Sociological Unit), Family Characteristics, Family Involvement, *Family Problems, *Family School Relationship, Family Structure, *Grandchildren, *Grandparents, Information Dissemination, Referral, Respite Care, Student Needs, *Student School Relationship, Teacher Student Relationship

Identifiers—ERIC Digests, *Grandparent Grandchild Relationship, Grandparent Responsibility, *Grandparents as Parents

An increasing number of American grandparents, from all socioeconomic and ethnic groups, have taken on the role of surrogate parents to their grandchildren. Reasons behind this trend involve a variety of family circumstances, including the death of one or both parents, parental abandonment, the high incidence of divorce, an increase in the number of never-married mothers (especially teen mothers), and parental imprisonment, drug addiction, or mental illness. Schools can contribute to helping grandparents cope with the stress of parenting the second time around through the following strategies: (1) examining school policies on enrollment; (2) having helpful information on hand for grandparents acting as parents; (3) keeping in mind that short-term "respite care" for young and school-age children often tops the "wish list" of grandparent caregivers; (4) being sure that school policy supports appropriate referrals for educational, health, and social services, as needed; (5) keeping in mind that school may be a much different place from the schools that grandparents remember; and (6) using "family-friendly" strategies to encourage surrogate parents to take an active role in their children's education. Educators can also help children cope with the stresses of adjusting to their living arrangements by implementing the following strategies: (1) anticipating transitional or adjustment difficulties and act to minimize them; (2) looking for children's strengths and build on them; (3) placing children living with grandparents with the most stable and experienced teachers; and (4) trying not to single out children because of their family status in front of peers or other teachers. Children from families headed by grandparents constitute a growing proportion of students in schools. Schools that recognize and support these nontraditional families will be able to provide better service to their communities. (LPP)

ED 401 045 PS 024 809

A Checklist for Helping your Child with Homework.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ORAD-96-1210

Pub Date—96

Note—2p.; A poster based on information in "Helping Your Child with Homework" booklet, see ED 388 436.

Available from—National Library of Education, 555 New Jersey Avenue, N.W., Washington, DC 20208; phone: 1-800-424-1616 (single copies free).

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, Check Lists, Children, Elementary Education, *Homework, *Parent Materials, *Parent Participation, Parents as Teachers, Parent School Relationship, *Parent Teacher Cooperation

Identifiers—Posters

This poster provides a parent checklist for helping children with homework. There are three components to the checklist: (1) "Make Sure Your Child Has" includes items regarding basic necessities such as a regular time each day for homework and organization aids; (2) "Questions to Ask Your Child" contains nine questions, including whether the assignment is clear, requires special resources or supplies, or needs a schedule for successful completion; (3) "Other Ways to Help" lists general hints for parents, such as meeting with teachers early in the year to find out about homework policy, contacting the teacher if there is a problem, and reviewing teacher comments on homework and discussing with the child. (KDFB)

ED 401 046 PS 024 810

Rich, Dorothy

Helping Your Child Succeed in School with Activities for Children Aged 5 through 11.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—MIS-96-6554

Pub Date—Oct 96

Note—55p.; "Edited by Margery Martin; Illustrated by Betty MacDonald." Updated version of ED 350 077.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Academic Achievement, Children, *Elementary Education, Family Role, *Learning Activities, *Learning Readiness, Parent Materials, *Parent Participation, Parent Role, *Parents as Teachers, Parent School Relationship, Parent Student Relationship, Parent Teacher Conferences, Parent Teacher Cooperation, School Readiness, Volunteers

Identifiers—National Education Goals 1990

Parents can play a key role in attaining the United States' National Education Goals, a main component of which is that all children will be ready to learn when they enter school. This guide for parents provides basic information on factors related to school success and a series of activities that parents can do with their children, ages 5 through 11, to help them succeed in school. Part 1 of the guide serves as an introduction. Part 2, "The Basics," addresses learning at home, in the community, and at school, and emphasizes the importance of starting early, communicating with children, handling children's homework, connecting with the community, and being involved at school. How children learn and what children learn from parents are also addressed. The importance of both active and quiet learning, limiting television viewing, and encouraging active learning are emphasized. The guide then lists important messages for parents to convey to their children about school success: (1) sharing one's own experiences and goals; (2) establishing realistic, consistent family rules; and (3) encouraging children to think about the future. Part 3 of the guide, "Activities," comprises the bulk of the guide, and contains parent-child activities arranged by approximate child age levels. Each activity lists its goal, benefits to children, materials needed, and step-by-step instructions. Part 4 of the guide, "Parents and the Schools," explains when parents should talk with teachers, gives recommendations for parent-teacher conferences, and makes suggestions for volunteering. Contains 20 references. (KDFB)

ED 401 047

PS 024 844

Borgia, Eileen T. Schuler, Dorothy

Action Research in Early Childhood Education.

ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-11

Pub Date—Nov 96

Contract—RR93002007

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Action Research, *Classroom Research, Critical Thinking, Data Collection, Early Childhood Education, Educational Research, *Participatory Research, Professional Development, Qualitative Research, Reflective Teaching, *Research Design, *Research Methodology, Self Evaluation (Individuals), Teacher Effectiveness, Teacher Improvement

Identifiers—ERIC Digests, *Teacher Researchers

Action research is an approach to professional development and improved student learning in which teachers systematically reflect on their work, seek feedback from colleagues, and make changes in their practice. Several benefits of action research have been cited: (1) teachers investigate their own practice in a new way, looking at what children actually do and what they themselves do; (2) teachers develop a deeper understanding of children, of the learning process, and of their role in the educational lives of children; (3) teachers are viewed as equal partners with their collaborators in deciding what works best in their situation; (4) solutions are arrived at cooperatively; (5) teachers are often more committed to implementation of a project that they have been involved in designing; and (6) action research is an ongoing process—its principles can be applied elsewhere. Action research begins with a focus or question, which frequently is modified as data are gathered and the process continues. After reflection and discussion, a research question is conceptualized, and a plan of action is developed. The teacher implements the plan, keeping detailed anecdotal records. The research methods used are often qualitative, including detailed documentation, al-

though quantitative methods are sometimes included for triangulation purposes. Involvement in action research includes: (1) commitment—those who agree to participate should know that they will be involved with the project for a year or more; (2) collaboration—the power relations among participants are equal; (3) concern—the interpretive nature of action research means that the participants will develop a support group of critical friends; (4) consideration—reflection is a challenging, critical assessment of one's own behavior as a means of developing one's craftsmanship; and (5) change—change is ongoing and difficult, but it is an important element in remaining effective as a teacher. (Contains 10 references.) (LPP)

ED 401 048

PS 024 845

Katz, Lilian G. And Others

Preventing and Resolving Parent-Teacher Differences. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-12

Pub Date—Nov 96

Contract—RR93002007

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Parent Grievances, *Parent Participation, Parent School Relationship, *Parent Student Relationship, Parent Teacher Conferences, *Parent Teacher Cooperation, *Teacher Student Relationship

Identifiers—ERIC Digests

Parents and teachers share responsibility for creating a working relationship that fosters children's learning. This digest examines the cultural context for parent-teacher relationships, suggests some general strategies for creating a climate in which misunderstandings and disagreements between parents and teachers can be minimized through communication, and discusses some general principles for parents and teachers in dealing with disagreements as they arise. It is important for teachers and parents to remember that they know the child in different contexts, and that each may be unaware of what the child is like in the other context. It is also important for teachers and parents to remember that the foundation for good parent-teacher relationships is frequent and open communication and that both teachers and parents share the responsibility for creating such a foundation. There are several strategies teachers can use to establish a climate conducive to open communication. Teachers can: (1) let parents know how and when they can contact the school and the teacher; (2) practice an open-door, open-mind policy; (3) elicit expressions of parents' concerns and interests in preparation for parent-teacher conferences; and (4) involve parents in classroom activities. Parents also have an important role to play in fostering open communication between themselves and teachers. They can: (1) introduce themselves; (2) be involved in classroom and school activities; and (3) initiate regular contact. On those inevitable occasions when parents and teachers disagree, teachers should: (1) know the school policy for addressing parent-teacher disagreements; and (2) use discretion about when and where children and their families are discussed. Parents can: (1) talk directly with the teacher about the problem; (2) avoid criticizing teachers in front of children; and (3) choose an appropriate time and place to discuss the disagreement. (LPP)

ED 401 049

PS 024 885

McClellan, Diane E. Katz, Lilian G.

El Desarrollo Social de los Niños: Una Lista de

Cotejo. ERIC Digest. (Young Children's Social

Development: A Checklist. ERIC Digest.)

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-15

Pub Date—Dec 96

Contract—RR93002007

Note—3p.

Language—Spanish

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Check Lists, Early Childhood Education, Evaluation Criteria, Individual Characteristics, *Interpersonal Competence, *Peer Relationship, *Social Development, *Student Evaluation, *Young Children

Identifiers—ERIC Digests, *Social Attributes Checklist

The best childhood predictor of later adult adaptation is the adequacy with which a child gets along with other children. Because social development begins in the early years, it is appropriate that early childhood programs include regular formal and informal assessment of children's acquisition of social competence. This digest presents the Social Attributes Checklist, which teachers may use to measure children's social behavior. The digest explains the rationale for and the use of the checklist. The checklist contains 8 items that measure children's individual attributes, such as mood, coping, and empathy; 14 items that measure social skill attributes, such as assertion of rights, participation in discussions, and interest in others; and 2 items that measure the peer relationship attributes of peer acceptance and participation in activities with other children. In order to use the checklist effectively, teachers should: (1) sample children's social functioning over a period of about a month; (2) recognize that the quality of children's relationships is a more important index of social functioning than the quantity of relationships; (3) recognize that the attributes listed should usually, and not necessarily always, characterize a child's behavior; (4) implement strategies to help children outgrow social difficulties; and (5) understand that what constitutes appropriate or effective social behavior may differ in different cultural and family backgrounds. (BC)

ED 401 050

PS 024 886

Lounsbury, John H.

Key Characteristics of Middle Level Schools.

ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-96-13

Pub Date—Nov 96

Contract—RR93002007

Note—3p.

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Adolescent Development, Adolescents, Community Involvement, Curriculum Development, *Early Adolescents, Educational Attitudes, Educational Environment, *Educational Objectives, *Educational Principles, Family Involvement, Guidance Programs, Intermediate Grades, Junior High Schools, *Middle Schools, School Policy, Student Attitudes, Student Evaluation, Student Needs, Teacher Attitudes, Teaching Methods

Identifiers—*Developmentally Appropriate Programs, ERIC Digests, Middle School Students, National Middle School Association, *This We Believe, Turning Points (Report)

Concerns about middle level education began early in this century and will continue to be discussed by researchers and observers well into the next century. This digest examines the evolving characteristics and goals of middle level education, especially in terms of the most recent statements of purpose by major organizations in the field. Noting that the characteristics of junior high schools identified during the 1920s, 1940s, and 1950s formed the framework for defining an effective middle level school, the digest explains that during the 1960s the middle school emerged as an alternative to the junior high school, which was seen as intransigent and dominated by the senior high school. However, a consensus definition of key characteristics was not reached until the 1980s when the National Middle School Association published "This We Believe" and the Carnegie Council on Adolescent Development published "Turning Points." The most recent definition of key components or characteristics of a good middle level school appeared in November 1995 when "This We Believe: Developmentally Responsive Middle Level Schools" was revised by the National Middle School Association. The document describes six conditions or characteristics that developmentally responsive middle level schools should evidence: (1) educators committed to young adolescents; (2) a shared vision; (3) high expectations for all; (4) an adult advocate for every student;

(5) family and community partnerships; and (6) a positive school climate. Following these foundational principles or conditions, the document identifies six major programmatic areas: (1) curriculum that is challenging, integrative, and exploratory; (2) varied teaching and learning approaches; (3) assessment and evaluation that promote learning; (4) flexible organizational structures; (5) programs and policies that foster health, wellness, and safety; and (6) comprehensive guidance and support services. (LPP)

RC

ED 401 051 RC 020 140

John, Patricia La Caille

Poverty in Rural America: January 1980-June 1993. Quick Bibliography Series.

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-5378; QB-94-01

Pub Date—Dec 93

Note—59p; Updates QB-91-123.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Children, Databases, Economic Development, Educational Attainment, Elementary Secondary Education, Employment, Health Services, Housing, Library Collections, Low Income Groups, *Poverty, *Resource Materials, *Rural Areas, *Rural Development, *Rural Economics, Rural Education, *Rural Population

Identifiers—*AGRICOLA
This bibliography lists materials available from the National Agricultural Library's (NAL) AGRICOLA database that relate to rural poverty in the United States. The bibliography was derived from a search of books, journal articles, research reports, government documents, conference papers, and audiovisual aids that have been entered into the database since January 1979. The 219 citations include the NAL call number, author, place of publication, publisher, journal information, media format, language, and descriptors. In some cases, an abstract is included. Materials are concerned with children, economic conditions, economic development, rural education, employment, health care, household income, rural housing, labor market, minority groups, poverty, rural communities, rural conditions, rural development, rural economy, women, and the rural poor. Also provides information on the Rural Information Center, a joint project of NAL and the Extension Service; document delivery services to individuals; and electronic mail access for interlibrary loan requests. Includes author and subject indexes. (LP)

ED 401 052 RC 020 141

John, Patricia La Caille

Crime in Rural America: January 1979-October 1993. Quick Bibliography Series.

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1052-5378; QB-94-09

Pub Date—Feb 94

Note—30p; Updates QB-92-21.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Community Programs, *Crime, *Crime Prevention, Databases, Justice, Library Collections, *Resource Materials, *Rural Areas, Rural Extension, *Rural Youth, Social Problems, Victims of Crime, Violence, Youth Programs

Identifiers—*AGRICOLA
This bibliography lists materials available from the National Agricultural Library's (NAL) AGRICOLA database that are related to crime and crime prevention in rural areas. The bibliography was derived from a search of books, journals, research reports, and Cooperative Extension Service publications that have been entered into the database since January 1979. The 91 citations include the NAL call number, title, author, place of publication, publisher, journal information, language, and descriptors. In some cases, an abstract is included. Materials cover topics such as criminality, delinquent behavior, family violence, adolescent development, juvenile delinquency, law enforcement, criminal justice, property protection, victimization, rural communities, rural youth, and youth programs. Also provides information on the Rural Information Center, a joint project of NAL and the Extension Service; document delivery services to

individuals; and electronic mail access for interlibrary loan requests. Includes author and subject indexes. (LP)

ED 401 053 RC 020 142

Heise, Dorothy A., Comp.

Journals Significant to Rural Development Received at the National Agricultural Library.

Rural Information Center Publication Series, No. 48. Revised Edition.

National Agricultural Library, Beltsville, MD.

Report No.—ISSN-1056-9685

Pub Date—Sep 95

Note—33p.

Pub Type—Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agriculture, Community Services, Databases, *Economic Development, Farmers, *Library Collections, Natural Resources, *Periodicals, Rural Areas, *Rural Development, *Rural Economics, Rural Education, Rural Environment, Rural Extension, Rural Sociology

Identifiers—*AGRICOLA

This directory lists 227 journals in the National Agricultural Library's (NAL) collection that are related to social and economic aspects of rural development. The directory includes both United States and international journals. Each citation includes title, NAL call number, NAL holdings information, the International Standard Serial Number (ISSN), publisher, frequency of publication, and an indication of whether the journal is indexed in the NAL database AGRICOLA. Journals focus on issues related to rural development, rural economics, rural education, agriculture, extension services, rural areas, human services, environmental economics, health care, public policy, agribusiness, human resources, rural sociology, social problems, community development, and rural reconstruction. The directory also provides information on the Rural Information Center, a joint project of NAL and the Extension Service; document delivery services to individuals; and electronic access for interlibrary loan requests. (LP)

ED 401 054 RC 020 633

Jolly, Deborah V. Deloney, Pat

Integrating Rural School and Community Development: An Initial Examination.

Southwest Educational Development Lab., Austin, Tex.

Pub Date—Oct 96

Note—37p; Paper presented at the Annual Conference of the National Rural Education Association (San Antonio, TX, October 11-14, 1996).

Pub Type—Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, *Community Development, Computer Uses in Education, *Distance Education, Elementary Secondary Education, Information Technology, Inservice Teacher Education, *Networks, Partnerships in Education, Rural Development, *Rural Schools, *School Community Relationship, Teacher Attitudes, Telecommunications

Identifiers—Community Viability, *Functional Community, *Social Capital, Texas

Research on social capital and functional communities provides much needed information on the relationship between rural schools and their communities, and its impact on community viability. Schools are critical to the social and economic viability of rural communities; research suggests that social capital in rural areas has decreased disproportionately during recent decades, and that many small rural communities have failed to remain viable after losing their school. Social capital and functional communities create a symbiotic relationship between a school and a community; thus, integrating school and community development efforts should produce a synergistic effect that enhances the viability of both. With new information technologies, rural schools and communities can access the same information and opportunities as other schools and maintain their autonomy and viability. After a discussion of seven factors that affect change in rural schools, behaviors of successful rural leaders, and the application of social capital theory to rural schools and communities, the Infonet Project is described. Eight poor rural school districts in central Texas joined with Central Texas Telephone Cooperative of Goldthwaite, the Texas Rural Cooperative, and Central Texas Wireless to provide wireless TV

service to each school and an interactive distance learning network linking the eight districts. The interactive classrooms have been used for staff and board training, community meetings, and continuing education classes. Surveys of district superintendents and staff revealed superintendents' role in supporting implementation of Infonet and the concerns of staff about the new technology and its impact on them personally. Contains 23 references. (TD)

ED 401 055 RC 020 702

Organizing for Schooling. IDRA Focus.

Interultural Development Research Association, San Antonio, Tex.

Report No.—ISSN-1069-5672

Pub Date—Aug 96

Note—22p.

Journal Cit—IDRA Newsletter; v23 n7 Aug 1996

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Affirmative Action, Court Litigation, Educational Change, Elementary Secondary Education, *Equal Education, Federal Courts, Grade Repetition, *Inclusive Schools, *Nontraditional Education, *Professional Development, Reading Instruction, *School Restructuring, Special Education

Identifiers—*Interultural Development Research Association

This newsletter focuses on schoolwide approaches to issues of major concern to educators, from the perspective of providing equal education for all children. "Supporting School Improvement in Reading through Professional Development" (Rogelio Lopez del Bosque, Abelardo Villarreal) describes a professional development program that empowers administrators and teachers to take ownership of a student-centered curriculum that, in turn, motivates students to adopt new reading strategies. The program also builds capacity in the school district to initiate and sustain positive change. "Desegregation to Inclusion: Embracing a Full Spectrum of Diversity" (Laura Chris Green) discusses a full inclusion program in which teacher support teams and regular, bilingual, and special educators merge their expertise to help individual students and restructure their classrooms as needed for all students. "Alternative Schools: Short-term Solution with Long-term Consequences" (North Carolina Education and Law Project) summarizes the qualities that alternative schools need to succeed, the features that make them fail, and the unintended impact of alternative schools on regular public schools. "The Hopwood Case: What It Says, What It Doesn't Say, The Future of the Case and 'The Rest of the Story'" (Albert Kauffman) analyzes a Fifth Circuit Court of Appeals ruling that struck down the University of Texas law school's admissions policy and that is being interpreted as the death of affirmative action. "High Failure Rates: Quality or Ineffectiveness?" (Abelardo Villarreal) proposes a process through which a task force of parents, administrators, and teachers can address high failure rates in their school. "School Restructuring: A Continuing Imperative" (Roy Johnson) presents various elements, steps, tasks, and stages of school restructuring that have been identified by reform experts, and calls for a systemic strategy that combines the involvement of all stakeholders. (TD)

Identifiers—*Interultural Development Research Association

This newsletter focuses on schoolwide approaches to issues of major concern to educators, from the perspective of providing equal education for all children. "Supporting School Improvement in Reading through Professional Development" (Rogelio Lopez del Bosque, Abelardo Villarreal) describes a professional development program that empowers administrators and teachers to take ownership of a student-centered curriculum that, in turn, motivates students to adopt new reading strategies. The program also builds capacity in the school district to initiate and sustain positive change. "Desegregation to Inclusion: Embracing a Full Spectrum of Diversity" (Laura Chris Green) discusses a full inclusion program in which teacher support teams and regular, bilingual, and special educators merge their expertise to help individual students and restructure their classrooms as needed for all students. "Alternative Schools: Short-term Solution with Long-term Consequences" (North Carolina Education and Law Project) summarizes the qualities that alternative schools need to succeed, the features that make them fail, and the unintended impact of alternative schools on regular public schools. "The Hopwood Case: What It Says, What It Doesn't Say, The Future of the Case and 'The Rest of the Story'" (Albert Kauffman) analyzes a Fifth Circuit Court of Appeals ruling that struck down the University of Texas law school's admissions policy and that is being interpreted as the death of affirmative action. "High Failure Rates: Quality or Ineffectiveness?" (Abelardo Villarreal) proposes a process through which a task force of parents, administrators, and teachers can address high failure rates in their school. "School Restructuring: A Continuing Imperative" (Roy Johnson) presents various elements, steps, tasks, and stages of school restructuring that have been identified by reform experts, and calls for a systemic strategy that combines the involvement of all stakeholders. (TD)

ED 401 056 RC 020 705

Heideron, Mazin A. Leon, Edgar R.

Patterns and Trends in Michigan Migrant Education. JSRI Statistical Brief No. 8.

Michigan State Univ., East Lansing. Julian Samora

Research Inst.

Pub Date—Jun 96

Note—32p; Some figures may not reproduce adequately.

Pub Type—Numerical/Quantitative Data (110) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agricultural Production, *Demography, Educational Legislation, Educational Objectives, *Educational Trends, Elementary Secondary Education, Eligibility, *Enrollment, Financial Support, *Migrant Children, *Migrant Education, Migrant Workers, *Migration Patterns, Preschool Education, Supplementary Education, Trend Analysis

Identifiers—*Michigan

This report highlights trends of migrant education in Michigan from the late 1980s to the mid-1990s. Migrant education services include instruction in reading, math, oral language, English as a second

language, and tutoring in other subjects. Support services include medical and dental screenings, career guidance, transportation, emergency clothing, coordination of food services, day care, and summer programs. This report describes industries that employ Michigan migratory workers (agriculture, forestry, and fisheries); overviews migrant education legislation; provides information on the number of children served by migrant education in Michigan; details the goals of migrant education; and reviews migrant education eligibility requirements. In addition, the report provides statistical data on Michigan's position within the United States in relation to the number of children served and program funding; program participants in terms of sex, ethnicity/race, qualifying activity, and migrant status; and data on migrant homebase states, intra- and interstate patterns, and monthly patterns of enrollment. The report finds that most of Michigan's migratory children are in elementary school; over half of migrants claim Michigan as their home state; since 1989, program funding has averaged about \$11 million per year and the program has served an average of 18,500 children yearly; and approximately 75 percent of program participants are Hispanic. The appendix includes information on the location and type of migrant education projects in Michigan for 1995 and the number of children served by Michigan migrant education in terms of age, grade, season, and migrant status. Contains 19 references and a list of suggested reading materials. Includes numerous graphs and charts illustrating statistical data. (Contains 19 references.) (LP)

ED 401 057

RC 020 737

Walters, Donald L.

Rural Schools: Resource Inequalities Persist.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—[30 Mar 96]

Note—11p; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 28-30, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports — Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Equity (Finance), Elementary Secondary Education, *Finance Reform, Poverty Areas, Rural Schools, *Rural Urban Differences, School Districts, *School District Spending, *School District Wealth, Small Towns, State Federal Aid, *State School District Relationship

Identifiers—*Pennsylvania

In spite of 1983 legislation intended to equalize financial differences among school districts, Pennsylvania continues to experience inequalities in school funding. A study of Pennsylvania school finance over a 10-year period, 1984-85 through 1993-94, examined differences in spending among the 25 lowest spending districts (Lo-25) and the 25 highest spending districts (Hi-25) in relation to their location, size, wealth, revenue sources, and effort. The Lo-25 districts were all small towns and rural areas. The Hi-25 were suburban districts near the two largest urban centers and urban districts in Pittsburgh. The difference in spending between the Lo-25 and the Hi-25 remained at a 2:1 ratio over the 10-year period. The differences in wealth per student between the two groups increased, such that in 1993-94 the Hi-25 had over four times as much wealth per student as the Lo-25. In 9 of the 10 years, the Hi-25 equaled or surpassed the Lo-25 in their local tax effort. The Hi-25 received more federal revenue per student in each of the 10 years. Since the Pennsylvania constitution requires the state to provide "a thorough and efficient system of public education" to its children regardless of where they reside, the state will have to increase appropriations or reallocate existing funds to low spending districts. Contains references and data tables on expenditure, wealth, and effort ratios between high and low expenditure districts and on ratios for general fund revenue per Average Daily Membership (ADM) between high and low expenditure districts. (Contains 10 references.) (TD)

ED 401 058

RC 020 738

Howley, Craig Harmon, Hobart

K-12 Unit Schooling in Rural America: A First

Description.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—14 Oct 96

Note—34p; Paper presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 14, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrator Attitudes, *Community Attitudes, Distance Education, Educational Practices, Elementary Secondary Education, Expenditure per Student, Geographic Isolation, Institutional Survival, National Surveys, *Outcomes of Education, *Rural Schools, School Demography, *School Districts, *School Surveys, Small Schools, Superintendents

Identifiers—Grade Span Configuration, Small School Districts, *Sustainability, *Unit Schools

This report presents selected results of a national study of school districts operating at least one K-12 unit school. Of the 706 districts operating unit schools, 157 districts in 27 states responded to the survey. The majority of respondents (106) were superintendents of one-school districts, that is, districts in which the K-12 unit school was the only school. Of the 53 multischool districts, about half operated just one K-12 unit school. Data reveal that K-12 unit schools were usually located in an agricultural region where socioeconomic status was lower than the national average; the average unit school enrollment was 414; most unit schools in multischool districts were comparatively remote from key resources such as hospitals, interstate highways, and cities; superintendents of single-school districts reported higher rates of above-average test scores, postsecondary attendance, and high school completion than did superintendents of multischool districts; satellite and Internet systems were the most prevalent forms of distance learning technologies in use; community attitudes toward single-school districts were moderately and positively related to the sustainability of the school; single-school districts spent almost 50 percent more per pupil than multischool districts; and single-school districts more often than multischool districts employed cooperative strategies for maximizing resources such as joining regional service agencies or cooperating with other districts. Includes data tables and recommendations for research and practice. Contains 24 references. (LP)

ED 401 059

RC 020 739

Howley, Craig

The Rural Experience of Nation-Building: Implications for Educational Research and School Improvement in the Latest Era of "Globalization."

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—13 Oct 96

Note—24p; Paper presented at the Annual Conference of the National Rural Education Association (San Antonio, TX, October 13, 1996).

Pub Type—Opinion Papers (120) — Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Change, Educational Change, Educational Needs, Educational Philosophy, *Educational Research, Elementary Secondary Education, Global Approach, Higher Education, *Local Issues, Nationalism, Politics of Education, *Research Needs, *Research Problems, *Role of Education, Rural Areas, *Rural Education, Rural Schools, School Community Relationship, Values

Identifiers—*World Views

This paper explores changes needed in the focus and commitment of educational research to better reflect issues relevant to rural schools and their communities. Historically, educational researchers have focused on national or cosmopolitan concerns in efforts to develop widely applicable procedures for school improvement. However, improving rural schools also meant reshaping and redirecting them into a national system of schooling, trade, politics, and culture—that has ensured the depopulation of rural areas and a failed rural economy. As the 21st century approaches, it appears that the major educational project of the 19th century, nation-building, is over and the sovereignty of nations is being undermined by globalization. The shift in focus and values that accompanies globalization thus undermines the purpose of mass education as well, leading to a need for new commitments in educational research. To focus on issues applicable to rural schools and their communities, educational research must consider local concerns such as attachment to rural places; the relationship between school and community sustainability; and the cultivation of appropriate local meanings, knowledge, and commitments. The paper also suggests that for rural researchers to change their focus they need to read rural sociology, rural community development, history, and fiction about rural places; be genuinely interested in rural matters; live or work in a rural community; and

bring a critical framework to the research experience from their dual roles as educator and researcher. Contains 17 references and a list of recommended books related to rural educational research. (LP)

ED 401 060

RC 020 740

Leopold, Greg And Others

Systematic Research and Evaluation in a Rural

Pennsylvania School District.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—14 Oct 96

Note—17p; Paper presented at the Annual Conference of the National Rural Education Association (San Antonio, TX, October 10-15, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Board Administrator Relationship, Board of Education Policy, Change Agents, *Change Strategies, *County School Districts, *Curriculum Development, Educational Assessment, Educational Change, Educational Facilities Improvement, *Educational Improvement, Elementary Secondary Education, *Rural Schools, School Community Relationship

Identifiers—Pennsylvania

This report summarizes the evaluation of a rural school district in Pennsylvania and offers recommendations reflecting the district's goals for school improvement and construction. Specifically, the objectives of the study were to identify curricular needs of the district and individual schools; review and assess district facilities with respect to technological capacities and attendance area needs; and identify school construction needs and options. Dilemmas facing the school district include a changing rural economy, tension between the county's city and outlying rural areas, a professional organization that operates efficiently but disempowers nonprofessionals, and a centralized system that facilitates delivery of services but raises barriers to initiative and diversity. These dilemmas have resulted in conflict between the school board and school personnel. Before educational change can be initiated, board members and school staff must establish and foster a variety of working groups in order to overcome fears and factionalism and to identify strengths of the county's unique diversity. The report includes conclusions about the district's educational resources and financing, educational administration, school community relationship, educational technology, educational facilities, and curriculum. In addition, the report offers specific recommendations for educational improvement related to staff development, integration of academic and vocational education, a school-to-work program, distance learning technology, a marketing plan for vocational-technical education, equipping outlying schools for computer technology, local school advisory groups, expanded strategic planning, expanded curriculum, and construction and renovation of educational facilities. (LP)

ED 401 061

RC 020 756

Miller, Janet E.

Improving Parent Participation in the Educational Process of 17 Secondary Students Who Are Mildly Disabled and Exhibiting At-Risk Behaviors in a Rural District Setting.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date—95

Note—48p; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*High Risk Students, High Schools, High School Students, Mild Disabilities, *Parent Participation, *Parent School Relationship, Parent Student Relationship, Parent Teacher Conferences, Parent Workshops, Practicums, *Rural Schools, *Special Education

This practicum was designed to improve parent participation in the educational process of 17 mildly disabled students in a rural secondary school by actively encouraging the parents to participate in academic conferences, special education reviews, and special education staffings. The major goal was to positively involve parents in the educational process of the 17 targeted students. The solutions applied to the problem consisted of holding informative workshops; scheduling and rescheduling parent-teacher conferences, staffings, and reviews at the convenience of parents; and offering parents transportation to scheduled events. The solutions were implemented over a 12-week period.

Specific objectives called for at least 12 parents to attend each of six scheduled events; however, the objective was met for only two events. Nevertheless, the participating parents were willing to become positively involved with their children's education. The outcomes suggest that, given specific direction and help, parents will show an increase in their participation. These solution strategies may be used as a foundation for building a positive parent-school relationship program in any secondary school. (Author/TD)

ED 401 062

RC 020 758

Furniss, Elizabeth

Victims of Benevolence: The Dark Legacy of the Williams Lake Residential School.

Report No.—ISBN-1-55152-015-X

Pub Date—95

Note—142p.

Available from—Arsenal Pulp Press, 100-1062 Homer St., Vancouver, British Columbia, V6J 2W9, Canada (\$12.95 U.S. dollars).

Pub Type—Historical Materials (060) — Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Acculturation, *American Indian Education, *Boarding Schools, *Canada Natives, *Child Abuse, Educational History, Foreign Countries, North American History, School Community Relationship, Trust Responsibility (Government)

Identifiers—British Columbia, Canadian History, Missionaries, *Mission Schools, *Shuswap (Tribe)

A study of two tragic events that took place at an Indian residential school in British Columbia underlines the profound impact the residential school system has had on Aboriginal communities in Canada throughout this century. One event was the death of a runaway boy and the other was the suicide of another boy while both were students at the Williams Lake Indian Residential School at St. Joseph's Mission during the early part of this century. Embedded in their stories is the complex relationship between government, church, and Aboriginals that continues to this day. An examination of the European assumption that their society is inherently superior to that of Native peoples and should be imposed on them for their "best interests" is followed by a description of the Shuswap life style and how they responded to the arrival of Whites and the accompanying smallpox epidemic. A history of the early years of the St. Joseph's Mission school illustrates differences in child rearing and educational philosophy between Natives and Whites and documents complaints about the operation of the school. The circumstances surrounding the two deaths are recounted, as are the government investigations that followed. Although there was ample evidence that students were poorly fed and clothed and were subjected to physical and sexual abuse, the government chose to overlook facts that would have undermined its control over Native peoples. The history of the residential school is followed to 1981 when it was closed. The controversy over the residential schools and their continuing effects on Native families, individuals, and communities is examined. An appendix contains an address by northern Shuswap Chief Bev Sellars to the First National Conference on Residential Schools in 1991. Includes end-notes, photographs, and an index. (TD)

ED 401 063

RC 020 759

The Evaluation of Federal Programs in Agricultural Research, Education, and Extension. Hearings before the Subcommittee on Resource Conservation, Research, and Forestry of the Committee on Agriculture, House of Representatives, One Hundred Fourth Congress, Second Session (March 27, May 14, July 17, 1996).

Congress of the U.S., Washington, D.C. House Committee on Agriculture.

Report No.—ISBN-0-16-053414-3

Pub Date—96

Note—365p; Serial No. 104-27.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Agricultural Education, Biotechnology, Federal Aid, Federal Legislation, *Federal Programs, Government Role, Hearings, Higher Education, Information Dissemination, Land Grant Universities, Needs Assessment, *Public

Policy, *Research and Development, Research Projects, *Rural Extension
Identifiers—Agricultural Sciences, Congress 104th, Cooperative Extension Service, Farm Policy, *Research Priorities

Three House of Representatives' subcommittee hearings were held in March, May, and July 1996 to evaluate the goals, priority setting, and advisory mechanisms of federal programs in agricultural research, education, and extension. To become competitive in global markets, farmers will need to rely on the research community to provide up-to-date technology and market information. The purpose of the hearings was to establish research priorities for the 21st century, improve the efficiency and effectiveness of the federal research investment, and improve accountability through the establishment of a coordinated advisory and priority setting mechanism. Testimony was received from U.S. Senators and Representatives; Under-Secretaries from the U.S. Department of Agriculture (USDA); and spokespersons for agribusiness associations, agricultural science associations, research institutions, land grant universities, and the Extension Service. The following topics were discussed: the role of the National Center for Agricultural Utilization and Research (Peoria, Illinois) in commercialization of agricultural products; financial and political threats to the federal government's role in agricultural research and education; research priorities related to human nutrition, new agricultural and livestock pests and diseases, food safety, and farming's environmental issues; replacing petrochemical ingredients in industrial products with agriculture-based ingredients; proposed participants and processes in setting research priorities for government funding; importance of sustainable agriculture; the needs of rural families and communities that are not usually well supported in USDA budgets and extension programs; worldwide research on consumer food preferences; structure and funding of federally funded agricultural research programs conducted by land grant universities, the USDA Agricultural Research Service, and the agribusiness industry; and the role and methods of the Cooperative Extension Service in disseminating research-based information to farmers. (SV)

ED 401 064

RC 020 760

Barker, Bruce O.

The Internet and World-Wide-Web: Potential Benefits to Rural Schools.

Pub Date—Oct 95

Note—9p; Presented at the Annual Conference of the National Rural Education Association (87th, Salt Lake City, UT, October 4-8, 1995).

Pub Type—Speeches/Meeting Papers (150) — Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Computer Networks, *Computer Uses in Education, *Educational Benefits, Electronic Mail, Elementary Secondary Education, Gateway Systems, Information Networks, *Internet, *Online Systems, Rural Schools, World Wide Web

Identifiers—National Information Infrastructure

The Internet is a decentralized collection of computer networks managed by separate groups using a common set of technical standards. The Internet has tremendous potential as an educational resource by providing access to networking through worldwide electronic mail, various databases, and electronic bulletin boards; collaborative investigation across geographic and political boundaries; and a wide range of resources that can be used at times convenient to the user. The Internet's resources can be grouped into three categories: messaging, which includes e-mail and discussion groups; remote login, which permits a user to access another computer's information; and file exchange, the transfer of information accessed from another computer to the user's computer. The Internet can benefit small rural schools by providing access to the same information heretofore available only to affluent schools. Drawbacks include slow access, the "additive" nature of the Internet, and the fact that the Internet is uncensored. Some schools have policies that permit access to controversial information only when permission is granted and the purpose and educational value have been identified. Use of the Internet is not free. Ways of getting connected include direct computer connection; partnering with local colleges or universities; joining a regional network such as CIC-Net, which serves seven Midwest states; and commercial vendors. Names and phone numbers of five

vendors are given. Equipment needs and user costs are discussed, as well as resources for learning more about the Internet. Contains 16 references. (TD)

ED 401 065

RC 020 761

Gray, LaRuth H.

The Best for Our Children: The Sherburne-Earlville Story.

New York Univ., NY. Metropolitan Center for Educational Research, Development and Training. Spons Agency—Department of Education, Washington, DC.

Pub Date—93

Note—26p.

Pub Type—Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Selection, Black Achievement, *Board Administrator Relationship, *Boards of Education, Elementary Secondary Education, Orientation, Rural Schools, School Community Relationship, School Districts, Search Committees (Personnel), *Superintendents, *Women Administrators
Identifiers—*Black Administrators, *Sherburne Earlville Central School District NY

Sherburne-Earlville Central School District, a rural conservative White community in upstate New York, in its search for a new superintendent, found an educational leader quite different from its traditional social profile—a Black woman from New York City. The school board had the vision to establish a process that focused on what was important. Once priorities were clearly understood, other issues were not discussed. The board knew what it wanted and was open to all eligible candidates, not just those presented by agencies. This booklet describes how the board led the community in welcoming the new superintendent with a social and professional transition that did not disturb positive feelings in and about the school system. The board planned for the new superintendent to be able to shape her staff before her contract actually began, and the outgoing superintendent invited her participation in district business. The board and the superintendent kept district business open, invited community participation, and responded to community concerns. Broad staff participation in the search process insured support for the new leader. The school board hired Dr. Mary Cannie because she was well qualified, sincere, and energetic. She chose the district because it was sound, supportive, and poised for new ideas. The Sherburne-Earlville Central School District is better now because a healthy school community was eager to grow, the Board of Education operated from a base of clear priorities without regard for irrelevant issues, and Dr. Cannie was willing to make an extraordinary contribution to her new environment. Includes the district's mission statements from 1989-91, and a vision statement from 1992. (TD)

ED 401 066

RC 020 762

Negro, Arega

Evaluation of the Nature-Computer Camp: Summer 1993.

District of Columbia Public Schools, Washington, DC. Office for Educational Accountability, Information and Assessment.

Pub Date—Sep 94

Note—47p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Computer Literacy, Elementary School Students, Grade 6, Intermediate Grades, Interpersonal Competence, *Outdoor Education, Program Evaluation, *Resident Camp Programs, *Urban Youth

Identifiers—Computer Camps, Environmental Awareness, *Environmental Education Programs, *Nature Computer Camp DC, Nature Study

The purpose of the Nature Computer Camp (NCC) is to provide sixth-graders in District of Columbia Public Schools an opportunity to explore and appreciate nature in its natural setting. The program also aspires to develop computer proficiency, enhance students' social and interpersonal skills, stimulate group interaction, and strengthen students' self-esteem and group dynamics. Analyses of pre- and posttests on various educational and social factors indicate that students succeeded in strengthening their environmental knowledge and social skills during the 5 days of intensive activities at the camp. The gain in students' technology skills was marginal. In fact, only two of the four performance

subgroups (stream ecology and geology) were found to improve significantly, indicating that different strategies are needed to improve other areas. The educational and environmental science explorations were beneficial to urban youth who rarely get a chance to appreciate the outdoors in natural settings. It is recommended that the program be continued on a year-round basis, as it was until it was discontinued due to fiscal constraints, and incorporated into the regular school curriculum. Efforts should also be made to increase the number of student participants. A future study should focus on the impact of NCC on the subsequent school performance of students to determine the long-term benefits of the program. (TD)

ED 401 067 RC 020 764

Castleman, Jacquelyn B.
Improving Field Experiences for Rural Preservice Teachers through the Establishment of a Professional Development School.

Pub Date—96

Note—91p.; Ed.D. Practicum, Nova Southeastern University.

Pub Type—Dissertations/Theses - Practicum Papers (043) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*College School Cooperation, *Cooperating Teachers, Cooperative Programs, Educational Improvement, Higher Education, Primary Education, Professional Development, *Professional Development Schools, Program Development, Program Evaluation, *Rural Schools, *Student Teachers, Student Teacher Supervisors, Student Teaching, Teacher Attitudes, Teacher Education, Teacher Effectiveness

Identifiers—Teacher Surveys

This practicum reports on the creation of a professional development school (PDS) designed to improve field experiences for early childhood education majors at a rural private college. The goal of the project was to increase the number of qualified teachers at a local primary school who would be willing to participate in the supervision of student teachers. The initial step in establishing the PDS was the formation of a steering committee composed of teachers, an administrator, and other school personnel. The steering committee met weekly and collaborated in writing the mission statement and goals for the PDS. Identified staff development needs, sponsored staff workshops, and addressed specific areas of teacher concern. In addition, the role of the author as program developer included establishing rapport with all school personnel, encouraging open communication among participants, promoting a willingness to assist teachers with classroom concerns, providing resources for teachers, and acting as a liaison between the college and the school. Program evaluation revealed that most PDS participants were positive about the partnership between the college and the school, that participation rates were high for steering committee meetings and functions, that there was an increase in the number of teachers willing to supervise student teachers, and that student teachers were able to be placed in a quality field experience that was in close proximity to the college campus. However, a majority of the teachers did not complete a state-recommended course for student-teacher supervisors designed to improve their teaching skills as well as their proficiency as supervisors. Appendix includes teacher survey, evaluation forms, and PDS mission statement and goals. (LP)

ED 401 068 RC 020 766

Sellers, Darlene J.
Where Defining Rural At-Risk and Intervention/Prevention Converge.

Pub Date—Apr 96

Note—24p.; Paper presented at the Annual Meeting of the American Counseling Association (Pittsburgh, PA, April 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes, Community Influence, Dropouts, Educational Practices, Elementary Secondary Education, *Family Involvement, *High Risk Students, Intervention, *Principals, Rural Areas, *Rural Schools, School Counseling, State Surveys, *Theory Practice Relationship

Schools, families, communities, and students must come together and share in the responsibilities of implementing effective policies and programs that address the unique needs of rural youth. A recent

survey of 152 rural school principals in a northwestern state examined how they defined at-risk and how they, in turn, identified at-risk students and implemented practices and policies to address the needs of these students. The most critical finding concerns the incongruence in how rural school principals defined and identified at-risk versus the programs in place to address the needs of rural at-risk students. The majority of rural school principals believed that family and environmental factors were more important at-risk identifiers than academic problems, yet most intervention programs focused on academic remediation and drug and alcohol education. In addition, rural school principals felt that changes were needed in such intangibles as attributes of teachers, traditional structure of schools, and school culture, but did not suggest how these changes could be effected. Data from the study support past research findings on the importance of expanding the school's involvement in the community and involving the "village to raise the child." Results indicate a need for school counselors to be aware of rural school principals' perceptions and concerns so that they can influence change. Contains 51 references. (TD)

ED 401 069 RC 020 767

Jolly, Deborah V. Deloney, Patricia
Alternative Organizational Plans: Options for Consideration.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—93

Contract—RP91002003

Note—68p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Consolidated Schools, *Distance Education, Elementary Secondary Education, High Risk Students, *Institutional Cooperation, Literature Reviews, Mergers, Rural Education, *Rural Schools, *School District Reorganization, School Districts, *School Size, *Shared Resources and Services, Small Schools

This synthesis aims to provide policymakers with a comprehensive overview of issues surrounding the reorganization of small rural school districts. The report draws on research findings and describes examples of various organizational arrangements to address rural education needs. Seven sections examine the following: (1) current social and economic conditions in rural communities and common challenges, including the high percentage of at-risk rural students, leading to renewed interest in district reorganization; (2) research addressing relationships between school size and school effectiveness, curricular offerings, dropout rates, student achievement (especially that of disadvantaged and at-risk students), and financial efficiency; (3) background and history of rural school consolidation; (4) positive and negative effects of school consolidation on schools and communities; (5) arrangements between districts and other organizations that provide alternatives to total school reorganization; (6) information about distance education technology as it relates to district reorganization; and (7) conclusions. The research shows not only that larger schools do not guarantee improved quality or efficiency, but also that small schools are positively associated with achievement and many factors that promote it. Partial reorganization alternatives involve cooperative efforts between districts or between districts and other organizations, thus increasing the size of the population served or of the resource base without the negative effects of total mergers. Distance education provides a means to expand curriculum and facilitate district cooperation. Contains 142 references. (SV)

ED 401 070 RC 020 770

Lifelong Learning and Leadership, IDRA Focus.
Intercultural Development Research Association, San Antonio, Tex.

Report No.—ISSN-1069-5672

Pub Date—Sep 96

Note—14p.; Photographs will not reproduce adequately.

Journal Cit.—IDRA Newsletter; v23 n8 Sep 1996

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Literacy, Bilingual Education, Elementary Secondary Education, Leadership, Literacy Education, Mass Media Effects, *Negative Attitudes, *Outreach

Programs, *Parent Conferences, Parent Empowerment, *Parent Participation, Publicity, Public Relations, Teacher Attitudes
Identifiers—*Literacy Campaigns, Texas, *Two Way Bilingual Education

This theme issue focuses on programs that promote lifelong learning through literacy education, parent empowerment, or parent leadership training. "Adult Literacy Outreach Innovations: Porque Significa Tanto" (Christie L. Goodman) describes a Texas outreach project that focuses on raising public awareness about adult education and literacy, outlines four steps in outreach (or public relations), discusses the power of mass media messages, and summarizes negative "deficit" messages to avoid in literacy outreach. "Keeping the Faith: Valuing Parents" (Aurelio M. Montemayor) suggests the importance of holding high expectations for parents' commitment to their children's education, and describes three cases in which educators' actions revealed the negative assumptions they (perhaps unconsciously) held toward bilingual parents. In "Families United for Education: Conversations with Parents and Friends," participants at an educational conference organized by parents for parents discuss what they had learned in the leadership development process. A sidebar, "Mobilization for Equity Highlights" (Linda Ocasio), briefly describes the parent leadership conference. An article unrelated to the issue's theme, "Two-Way Bilingual Education: A Positive Way To 'Cry Wolf'" (Frank Gonzalez), describes two-way bilingual programs and discusses the value of bilingualism. (SV)

ED 401 071 RC 020 795

Smith, David Lawson

Nevada Public School Dropouts, School Year 1994-95.

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

Pub Date—Apr 96

Note—27p.; Some figures may not reproduce adequately. For 1993-94 report, see ED 393 909.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Dropout Characteristics, *Dropout Rate, *Dropouts, *Ethnic Groups, Grade 9, Grade 10, Grade 11, Grade 12, High Schools, *High School Students, *Public Schools, *School Districts, Tables (Data)

Identifiers—Nevada

This report is the seventh in a series of annual reports on students who drop out of grades 9-12 in Nevada's public schools during a particular school year. During the 1994-95 school year, 6,694 students dropped out of Nevada's public high schools for an overall dropout rate of 10 percent, up 0.4 percent from the previous year—the third consecutive yearly increase. Dropout rates were 3.9 percent in 9th grade, 6.5 percent in 10th grade, 12 percent in 11th grade, and 19.7 percent in 12th grade. By gender, dropout rates were 10.5 percent for males and 9.4 percent for females, with the largest difference occurring in 12th grade. Among ethnic groups, Whites had the lowest dropout rate at 8.6 percent, followed by 8.8 percent for Asian Americans and Pacific Islanders, 11.3 percent for Blacks, 12.4 percent for American Indians and Alaska Natives, and 16.4 percent for Hispanics. Twelve percent of total dropouts were receiving special education services. Among individual school districts, dropout rates ranged from 0 to 13.7 percent. A recent study found that 35 percent of the differences among Nevada dropout rates was accounted for by percentage of students in English-as-a-second-language classes. The same study suggested that higher per pupil expenditures on student support may help reduce a school's dropout rate. School violence is a major concern and contributes to the number of students withdrawn by schools. Further, student high-risk behaviors, including drug use, are likely to coincide with other dropout factors, such as poor attendance, low aspirations, and low involvement in school activities. Suggestions for dropout interventions are discussed. Includes many data tables and figures. (SV)

ED 401 072 RC 020 796

Stockman, Connie Powers, P. J.

Analysis of Differences between Educator and Parent Perceptions of Rural Elementary School Priorities.

Pub Date—5 Oct 96

Note—22p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational

Research Association (14th, Detroit Lakes, MN, October 5, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Attitudes, Educational Technology, *Elementary Education, Elementary School Curriculum, Elementary Schools, *Parent Attitudes, *Parent Participation, *Rural Education, Rural Schools, *Teacher Attitudes

Identifiers—*Priorities
A survey examined attitudes toward internally generated school priorities among 29 elementary school teachers, 1 principal, and 278 parents in a small rural Wisconsin school district. Respondents comprised all educators in the district's only elementary school and the parents of 85 percent of the school's students. The 26-item survey examined perceptions of school priorities in the areas of curriculum development, instructional technology, character education, and parent involvement in school. Ratings of the composite school priority areas did not differ significantly between educators and parents, and the rankings of specific priorities by educators and parents were highly correlated. Both groups gave the highest priority rankings to instruction in basic reading, writing, and mathematics; teaching of respect and responsible behavior; and relevance to real life. Both groups' lowest priorities were related to increasing parent involvement and access to various technologies. The results indicate that these parents and educators agreed more closely about school priorities than is generally portrayed in popular and academic media. Recommendations are offered for rural school improvement and school communication with parents. Contains 20 references and 7 data tables. (SV)

ED 401 073 RC 020 797

Karim, Gordon P., Ed. Weate, Nathan James, Ed. *Toward the 21st Century: A Rural Education Anthology. Rural School Development Outreach Project, Volume 1.*

North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—RUR-RA-94

Pub Date—94

Contract—RP91002007

Note—140p.; For selected individual articles, see RC 020 798-802.

Available from—NCREL, 1900 Spring Rd., Suite 300, Oak Brook, IL 60521-1480 (\$19.95).

Pub Type—Collected Works - General (020) — Reports - Descriptive (141)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Role, Cultural Pluralism, Educational Change, Educational Finance, *Educational Improvement, Educational Needs, Educational Policy, Educational Technology, Elementary Secondary Education, Futures (of Society), High Risk Students, *Role of Education, *Rural Education, *Rural Schools, *School Community Relationship, School Counseling, School Role, Small Schools, Socioeconomic Influences, Teacher Role

Identifiers—*Community Viability

This anthology focuses on rural education improvement that will prepare students for the 21st century. Articles address issues related to school funding, educational technology, curriculum offerings, state and federal policies, the role of rural teachers and administrators in school reform, cultural diversity, and changing socioeconomic factors in rural communities. An introduction by Gordon P. Karim overviews themes of the articles and discusses the role of rural schools in strengthening rural communities. Articles include: (1) "The Rural Context for Education: Adjusting the Images" (Daryl Hobbs); (2) "Rural Education in a Period of Transition: Are the Public Schools Up to the Task?" (Paul Nachtigal); (3) "Looking at Rural Schools and Communities in the 21st Century: The Impact of Changing Demographics and Economics" (James G. Ward); (4) "Better Together: Rural Schools and Rural Communities" (Toni Haas); (5) "The 'New' Federal and State Education Agenda" (E. Robert Stephens); (6) "Small Is Necessary: Strengthening Rural Schools" (Anne C. Lewis); (7) "The Evolution of a Rural Learning Community" (Dennis D. Gooler); (8) "Technology, Television, and an Out-the-Window Rural Interdisciplinary Curriculum: Or How Thoreau Teaches Social Studies, Language Arts, and Science" (Jim Page); (9) "The Changing Educational Needs of the Rural Student"

(V. Pauline Hodges); (10) "Natural Metaphors of Change for Sustainable Rural School Communities" (James A. Lewicki); (11) "Why Rural Education Has Not Received Its 'Fair Share' of the Funding—and What To Do About It" (Jonathan Sher); (12) "At-Risk" Rural Students Benefit from Integrated Approach" (V. Pauline Hodges); (13) "The Critical Role of Rural Teachers in the Educational Reform Movement" (David Leo-Nyquist); (14) "Preparing Students for the Real World" (John Wilcox); (15) "What Administrators of Smaller Schools Do" (Constance M. Perry, Thomas H. Perry); (16) "Rural School Counseling: Turning Obstacles into Opportunities" (Catherine McConnell); (17) "Affirming Culturally Diverse Students with a Literature of Their Own" (Ginny Carney); and (18) "Reform in Mathematics Education: What's a Rural or Small School To Do?" (Jerry Johnson). (LP)

ED 401 074 RC 020 798

Ward, James G.

Looking at Rural Schools and Communities in the 21st Century: The Impact of Changing Demographics and Economics.

Pub Date—94

Note—8p.; In: *Toward the 21st Century: A Rural Education Anthology. Rural School Development Outreach Project, Volume 1*; see RC 020 797.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Economic Change, Educational Finance, Educational Policy, Educational Technology, *Educational Trends, Elementary Secondary Education, *Futures (of Society), Minority Groups, Population Trends, Poverty, Public Schools, Role of Education, *Rural Areas, *Rural Population, *Rural Schools, School Community Relationship, *School Role, Social Change

Identifiers—*Illinois

This paper discusses recent demographic and economic trends in Illinois and nationwide and resulting implications for rural schools and communities. Economic and social trends and their impacts on rural schools over the next decade include: (1) a more diverse school population due to growing numbers of Asian and Hispanic immigrants; (2) a greater percentage of public school students who are poor and living in rural areas; (3) greater utilization of computer technology in schools; (4) an emphasis on students developing critical thinking and other higher level skills; (5) regionalization of national economies that requires schools to prepare students for high-skill, high-wage jobs; (6) a growing gap between educational resources of rural and urban schools that requires public policy to respond to rural demographic and economic changes; and (7) increased crime and violence in public schools. The role of public schools, particularly rural schools, will become markedly different due to these trends. Speculations include that schools will become centers of coordinated social services for children, schools will develop into learning centers for all community members, curricula will become standardized and coordinated with curricula of higher education institutions, traditional comprehensive high schools will disappear allowing flexibility in how students complete their education, fiscal responsibility for public education will shift to state and federal levels, and greater controversy will surround school policies as schools become instruments of social change. (LP)

ED 401 075 RC 020 799

Haas, Toni

Better Together: Rural Schools and Rural Communities.

Pub Date—94

Note—10p.; In: *Toward the 21st Century: A Rural Education Anthology. Rural School Development Outreach Project, Volume 1*; see RC 020 797.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Strategies, Community Development, *Community Involvement, Community Resources, *Educational Change, Elementary Secondary Education, *Politics of Education, Rural Education, *Rural Schools, *School Community Relationship, School Role, Social Change

Identifiers—Community Viability, Resource Development, *Sustainability

This paper addresses the nature of educational

reform and recommends strategies to better reflect the needs of rural schools and their communities. The furor over education reform is largely produced by those who stand to gain from it, including politicians who promote their own agendas and consultants, professors, and experts who make a good living from promoting educational improvement. However, the facts are that schools are not as bad as they have been portrayed; that Goals 2000 is political and not relevant to real students and communities; that schools are not the only answer to improving American society, a task more complicated than increasing international economic competitiveness; that educational policy suited to an industrial society has been detrimental to rural America; and that sustainable education in communities is necessary for improvement in American society. Across the nation, communities and schools are beginning to create sustainable education based on the particular needs of the community. For example, schools are serving as family resource centers that coordinate services to meet a range of student and family needs. Schools are becoming involved in community development programs that encourage the revitalization of rural communities and the restructuring of rural schools. Sustainable education reform should build on the strength and knowledge of local people and provide them with the tools to manage effective change; be diverse in meeting unique community needs; have at its center the support of an individual or small group; recognize limits and operate within them; be multifaceted and attend to issues of purpose, content, rules, roles, and responsibilities; be inclusive and involve all members of the community; be grounded in research on how people learn and are most effectively taught; and be driven by a fundamental trust in the capacity of people to identify and celebrate local strengths and resources. Contains 25 references. (LP)

ED 401 076 RC 020 800

Stephens, E. Robert

The "New" Federal and State Education Agenda.

Pub Date—94

Note—11p.; In: *Toward the 21st Century: A Rural Education Anthology. Rural School Development Outreach Project, Volume 1*; see RC 020 797.

Pub Type—Information Analyses (070) — Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Diversity (Institutional), *Educational Change, *Educational Legislation, Educational Objectives, *Educational Policy, Educational Technology, Elementary Secondary Education, Federal Government, Federal Legislation, *Government Role, *Rural Education, Rural Schools, *School Role, Standards, State Government

Identifiers—Goals 2000, *Systemic Change

Understanding the education agendas being promoted by state and federal politicians is critical in comprehending the factors affecting rural education. Equally important is developing an effective rural school improvement strategy that is viewed favorably by policymakers. Five areas represent the focal points of state and federal education agendas: (1) restatement and subsequent institutionalization of the national interest in education as evidenced by adoption of Goals 2000; (2) creation of a rigorous accountability system linked to federal funding that involves development of national standards for curriculum, content, student performance, school responsibility for providing conditions necessary to achieve proficiency in the content standards, and teachers' and administrators' professional development; (3) emphasis on states pursuing systemic reform encompassing standards, curriculum, assessment and accountability, governance, professional development, higher education, finance, cross-agency collaboration, and diversity; (4) development of a national educational technology policy and creation of an Office of Educational Technology; and (5) renewed interest in addressing diversity in public education. Developments associated with state and federal education agendas will likely result in significant benefits to rural schools. For example, greater use of technology could improve instructional programming and staffing features of rural schools, greater involvement of postsecondary institutions could result in programs designed specifically for teachers and staff specialists working in rural school systems, and rural schools could become community learning and service centers designed to meet the needs of rural communities. (LP)

ED 401 077

RC 020 801

Gooler, Dennis D.

The Evolution of a Rural Learning Community.

Pub Date—94

Note—12p.; In: *Toward the 21st Century: A Rural Education Anthology. Rural School Development Outreach Project. Volume 1*; see RC 020 797.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Community Development, *Community Education, *Community Information Services, Community Resources, *Distance Education, Educational Change, *Educational Opportunities, Educational Technology, Elementary Secondary Education, Higher Education, Lifelong Learning, Nonformal Education, Professional Development, Program Development, Rural Education, *Rural Schools, School Community Programs, *School Districts

Identifiers—*Learning Communities

This paper describes how rural school districts can use educational technology to evolve into learning communities that meet the learning needs of all community members. The story of a fictitious small rural school district illustrates how the role of education can be expanded through technology. The superintendent developed a distance education program to bring greater educational resources to the community and minimize the disadvantages of being a small and geographically isolated school district. As a result, students had opportunities to take courses not offered at their school, exchange e-mail messages with other students around the world, and participate in joint research projects with students from other schools. Teachers had opportunities to participate in professional development courses. After a year, distance education services were expanded into the community. As a result, professional members of the community were able to enhance their knowledge, skills, and services through technology, and all community members were able to obtain information on topics of interest. Small districts' goals in developing learning communities may include the following: (1) all residents should have access to more formal or structured learning opportunities as well as learning resources beyond formal courses; (2) residents should have better ways of sharing resources with the community; (3) residents should explore the possibility of new kinds of industries and businesses for the community; and (4) the community should become part of a larger community, while retaining its unique characteristics. The paper also describes various technology systems and outlines steps for building a learning community. (LP)

ED 401 078

RC 020 802

McConnell, Catherine

Rural School Counseling: Turning Obstacles into Opportunities.

Pub Date—94

Note—11p.; In: *Toward the 21st Century: A Rural Education Anthology. Rural School Development Outreach Project. Volume 1*; see RC 020 797.

Pub Type—Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, Community Attitudes, Community Problems, *Counselor Role, *Educational Resources, Elementary Secondary Education, *High Schools, Personal Narratives, Rural Areas, *Rural Schools, *Rural Youth, School Community Relationship, School Counseling, *School Counselors, School Districts, School Guidance, Student Needs

A counselor at a rural high school in New York reflects on her career and addresses issues facing rural school counselors. She chose a career in school counseling based on her interests in education, community involvement, and adolescents. As the only high school counselor for 280 students, she soon realized that rural youth faced many of the same problems as their urban peers: poverty, a lack of opportunities, and the need for new challenges. Her high visibility as a rural school counselor has enabled her to recognize many problems facing rural communities. Furthermore, the nature of her work allows great flexibility that puts her in an ideal position to initiate change. But, because of the lack of resources and isolation inherent in rural school systems, she has encountered obstacles in problem solving and initiating change. Despite this, there are numerous advantages to being a rural school coun-

selor. For instance, it is easier to meet the needs of students when you know their history and family background. Rural school counselors must handle a variety of responsibilities, including balancing community expectations with community limitations. Rural school counselors must help students become aware of opportunities beyond their community while helping them recognize community strengths. Perhaps the most important responsibility of rural school counselors is to counter district limitations by developing and maximizing resources to meet the needs of students and their families. The most common problems addressed by rural school counselors include low academic achievement, issues of family functioning and cohesion, and the effects of poverty on student development. Rural school counselors may define and strengthen their role through self-evaluation, sharing effective strategies with other counselors, and forming networks to share resources. (LP)

ED 401 079

RC 020 803

Hammer, Patricia Cahape, Comp. Beasley,

Heather, Comp.

Native Education Directory: Organizations and Resources for Educators of Native Americans.

[Revised.]

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-880785-17-X

Pub Date—97

Contract—RR93002012

Note—107p.; For an earlier edition, see ED 359 014.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (\$12).

Pub Type—Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Alaska Natives, *American Indian Education, American Indians, Canada Natives, *College Programs, Colleges, Elementary Secondary Education, *Federal Programs, Higher Education, *Organizations (Groups), *Periodicals, *Public Agencies

Identifiers—Bureau of Indian Affairs, Department of Education, Native Americans

This directory provides information on organizations, government agencies, institutions of higher education, periodicals, publishers, and other resources useful to persons involved in the education of American Indian and Alaska Native students. Section 1 describes approximately 80 international, national, and multistate nongovernmental organizations, listed alphabetically in four categories: advocacy, networking, and reform; research, development, technical assistance, and training; funding and sponsorship; and youth leadership, mentoring, and service. Each entry includes contact information and a brief description. Section 2 lists and describes federal programs and agencies, including the 26 Education Line Offices of the Bureau of Indian Affairs (BIA), programs of the BIA Office of Indian Education Programs, selected offices of the U.S. Department of Education, regional educational laboratories, comprehensive regional assistance centers, Native American programs in the U.S. Department of Health and Human Services and the U.S. Department of Labor, and committees of interest in Congress. Section 3 provides contact information and brief descriptions for 32 publishers and periodicals and lists 8 other useful directories and guides related to American Indian and Alaska Native education. Section 4 lists state government and nongovernment organizations by state. Section 5 lists and describes programs at colleges and universities offering Native studies, Native language instruction, supportive services, or scholarships for Native students. Index covers primarily programs and agencies but also includes over 50 Native American languages being taught across North America. (SV)

ED 401 080

RC 020 804

Henderson, Allison And Others

A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1988-89, Volume 1: Participation.

Westat, Inc., Rockville, MD.

Spons Agency—Office of Policy and Planning (ED), Washington, DC.

Pub Date—Nov 91

Contract—LC89089001

Note—242p.; For Volume 2, see RC 020 805. Appendix F contains difficult-to-read type.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110) — Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Annual Reports, Elementary Secondary Education, *Enrollment, Federal Programs, Hispanic Americans, Migrant Children, *Migrant Education, Migrant Youth, *Participant Characteristics, *Participation, Preschool Education, State Surveys, *Student Characteristics, Tables (Data)

Identifiers—ECIA Chapter 1 Migrant Programs, *Migrant Education Program

This volume summarizes information provided by state education agencies on participation in the Chapter 1 Migrant Education Program for the 1988-89 school year. Of 382,394 total unduplicated program participants in 1988-89, 77 percent were Hispanic and 11 percent were White not Hispanic. As classified by migrant status, 50 percent of participants were settled out (formerly migrant), 34 percent were interstate migrant, and 16 percent were intrastate migrant. Almost 4 percent were children of migratory fishers. Males comprised 52 percent of participants and females 48 percent. There were 333,042 participants in the regular term, up 8 percent from the previous year, and 125,427 participants in the summer term, up 19 percent. Participation increased in all grade spans, with the largest increases in grades 7-9 and the smallest increases in prekindergarten and kindergarten. In the regular term, attendance and guidance services were provided to 64 percent of participants, reading to 40 percent, other supporting services to 39 percent, health services to 33 percent, and mathematics to 30 percent. In the summer term, 78 percent of participants received attendance and guidance services, 62 percent received reading, and 58 percent received other instructional services. Migrant education programs funded 11,065 full-time equivalent staff in the regular term and 10,529 in the summer term. About three-quarters of total staff were teachers and teacher aides. The ratio of participants to teachers and teacher aides combined was 43.1 in the regular term and 16.9 in the summer. Numerous data tables compare present and previous year data and provide participation and staffing information by state. Includes the state reporting form, form instructions, and a glossary. (Author/SV)

ED 401 081

RC 020 805

Henderson, Allison And Others

A Summary of State Chapter 1 Migrant Education Program Participation and Achievement Information, 1988-89, Volume 2: Achievement.

Westat, Inc., Rockville, MD.

Spons Agency—Office of Policy and Planning (ED), Washington, DC.

Pub Date—Nov 91

Contract—LC89089001

Note—255p.; For Volume 1, see RC 020 804.

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—*Achievement Gains, Annual Reports, *Educational Testing, Elementary Secondary Education, Federal Programs, Hispanic Americans, *Mathematics Achievement, Migrant Children, *Migrant Education, Migrant Youth, Program Evaluation, *Reading Achievement, Scores, Standardized Tests, State Surveys, Tables (Data)

Identifiers—ECIA Chapter 1 Migrant Programs, *Migrant Education Program

This volume summarizes information provided by state education agencies on student achievement in Chapter 1 Migrant Education Programs. For the regular term, 34 states (out of 48) provided statewide achievement information using norm-referenced tests (29 states), criterion-referenced tests (8 states), and locally developed instruments (1 state). For the summer term, 14 states (out of 47) provided statewide achievement information. Several underlying factors affect the assessment of achievement outcomes in migrant education programs. The most important are the lack of standardized reporting requirements for achievement, tendency for currently migrant students to be underrepresented due to mobility and language deficits, incompatibility of standardized test schedules with the short-term nature of many migrant projects or the cyclical patterns of migrant movement, and a poor match between testing and services received. This report presents summary findings for those states reporting

regular-term achievement results, expressed in normal-curve equivalent scores, using a pre- and post-test norm-referenced model. Such data were reported for about 30,000 migrant students in 16 states tested on an annual cycle in reading and for slightly over 17,000 tested in mathematics, and for over 2,800 students in 9 states tested on a fall-spring test cycle in reading and for slightly over 2,000 students in 10 states tested similarly in mathematics. Following summary information, individual state information includes enrollments, services provided, and achievement results. Includes extensive data tables. (SV)

ED 401 082 RC 020 806

Cook-Lynn, Elizabeth

Why I Can't Read Wallace Stegner and Other Essays: A Tribal Voice.

Report No.—ISBN-0-299-15144-1

Pub Date—96

Note—172p.

Available from—Univ. of Wisconsin Press, 114 N. Murray St., Madison, WI 53715-1199 (cloth: ISBN-0-299-15140-9, \$45; paper: ISBN-0-299-15144-1, \$17.95); fax: 800-265-6768.

Pub Type—Books (010) — Creative Works (030) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—American Indian History, *American Indian Literature, *American Indians, *American Indian Studies, Child Welfare, *Cultural Images, Empowerment, Essays, Feminism, Higher Education, Intellectual Freedom, *Literary Criticism, Mass Media Effects, Metaphors, Racial Discrimination, *Scholarship, Tribal Sovereignty, Women Faculty

Identifiers—Authenticity, Historical Distortion, Native Americans

In this collection of essays, a Native American feminist intellectual, poet, and literary scholar grapples with issues she encountered as a Native American in academia. The essays examine and criticize the enormous impact of America's media culture and ask questions about who is telling Native peoples' stories, where cultural authority lies, and how to develop an authentic tribal literary voice within the academic community. Part I discusses the emergence of the Native voice in critical scholarship and maintains that ignoring or falsifying the ethical relationship between tribal nationhood and the imagination results in flawed scholarship. This section includes reviews of the books "Wounded Knee, 1873: A Personal Account" (Stanley David Lyman); "The Broken Cord" (Michael Dorris); "Black Eagle Child: The Facepaint Narratives" (Ray A. Young Bear); and "Black Hills, White Justice" (Edward Lazarus). Part 2 ("Why I Can't Read Wallace Stegner" and "A Centennial Minute from Indian Country; or Lessons in Christianizing the Aboriginal Peoples of America from the Example of Bishop William Hobart Hare") outlines patterns of injustice stemming from the tribal imagination silenced or overwhelmed by Western writers for whom Stegner is an icon, or by the oppressive Christian religion of colonizers of Sioux country. Part 3 ("The Relationship of a Writer to the Past: Art, a Literary Principle, and the Need To Narrate" and "The American Indian Fiction Writers: Cosmopolitanism, Nationalism, the Third World, and First Nation Sovereignty") illustrates how tribal models of literary criticism have emerged as major vehicles of tribal intellectual empowerment, and condemns the cosmopolitanism in contemporary fiction while arguing for decolonization through third-world nationalism. Part 4 ("The American Indian Woman in the Ivory Tower" and "The Big Pipe Case") examines moral questions facing Indian women who are professionals and scholars at universities, and discusses a case in which a teenage alcoholic Indian mother was sentenced to 4 years in prison for child abuse. Part 5 ("How Scholarship Comes To Be Relevant, or Dumbarton Oaks Is Fifty Years Old"; "America's Oldest Racism: The Roots of Inequality"; and "End of the Failed Metaphor") comments on America's racism, the disastrous dismissal of indigenous mythology, and the failure of metaphor in the modern world, and challenges readers to understand how important it is for indigenous peoples to honor the past as they participate in the future. Contains a selected bibliography. (SV)

ED 401 083 RC 020 825

Wigginton, Elliot

Sometimes a Shining Moment: The Foxfire Experience. Twenty Years Teaching in a High School Classroom.

R1E MAR 1997

Report No.—ISBN-0-385-13359-6

Pub Date—86

Note—453p.

Available from—Anchor Books, Anchor Press/Doubleday, 1540 Broadway, New York, NY 10036-4094 (currently out-of-print and available only via libraries).

Pub Type—Books (010) — Reports - Descriptive (141) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Active Learning, Boarding Schools, Educational Principles, *Educational Strategies, Experiential Learning, High Schools, High School Students, Personal Narratives, Relevance (Education), Rural Education, School Community Relationship, *Secondary School Teachers, *Student Projects, Student Publications, *Teacher Student Relationship, *Teaching Experience, Teaching Methods

Identifiers—*Appalachian Culture, Cultural Journalism, *Foxfire, Georgia (Rabun County)

In fall 1966, Eliot Wigginton took his first teaching job in Rabun Gap-Nacoochee School, a semiprivate rural Georgia high school with both local and boarding students. This book is his account of his early struggle to control and interest his students, the genesis and development of the student-produced Foxfire publications, and his views on the principles underlying successful teaching. The core of the Foxfire publications was student interviews of family and community members about local history and culture. Part I tells the Foxfire story: how and why the first issue of "Foxfire" magazine was put together, what happened in the years between its publication and the appearance of the first "Foxfire Book" in 1972, the immediate aftermath of that event, and the structure and purposes of the Foxfire organization that had evolved by 1984. Part II discusses the role of the teacher; examines some questions about power in the school; outlines overarching truths about teacher knowledge, the teacher-student relationship, discipline, and professional growth; and suggests educational goals that teachers should hold for their students. Part III details the activities entailed in a 12-week project-based grammar and composition course. Contains a bibliography, an index, and photographs. (SV)

ED 401 084 RC 020 828

Staying in School. IDRA Focus.

Intercultural Development Research Association, San Antonio, Tex.

Report No.—ISSN-1069-5672

Pub Date—Oct 96

Note—18p.; Photographs may not reproduce adequately.

Journal Cit—IDRA Newsletter; v23 n9 Oct 1996

Pub Type—Collected Works - Serials (022)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Capital Outlay (for Fixed Assets), Court Litigation, *Dropout Prevention, Dropout Rate, *Dropouts, Educational Attainment, *Educational Equity (Finance), Educational Facilities, Enrollment, High Risk Students, High Schools, *Hispanic Americans, Mexican American Education, Minority Groups, Multicultural Education, *Student Attrition

Identifiers—*Texas

This theme issue focuses on issues related to high Texas dropout rates among Hispanic and other minority group students and on dropout prevention strategies. "School Finance Inequities Mean Schools Are Not Ready To Teach" (Maria Robledo Montecel) deplores the recent Texas Supreme Court ruling that state educational funding is constitutional, outlines state and national needs for improved school facilities, discusses the relationship of adequate facilities to educational quality, and calls for direct state funding for school buildings. "Equity and Accountability Needed To Reduce Dropout Rates" (Josie Danini Supik) points out that over half of Texas Hispanic students drop out, discusses successful dropout prevention strategies based on valuing all children, and calls for equitable schools that tap minority children's strengths. "Up or Down: The Dropout Dilemma in Texas" (Roy Johnson) challenges Texas Education Agency claims that state dropout rates declined, 1988-95; presents findings based on enrollment data that high school attrition rates during the period increased 27 percent overall, 50 percent for Blacks, and 18 percent for Hispanics; and provides 1995-96 attrition rates by county and race. "What Adults Should Know about Teenagers" provides a bilingual Hispanic teenager's perspective on support needs of students, dropping

out, and bilingualism. "Coca-Cola Valued Youth Program Expands" provides an update on the successful dropout prevention program in which at-risk secondary students tutor elementary students. "Our Nation on the Fault Line: Hispanic American Education Dropouts" (excerpt from the report of the President's Advisory Committee on Educational Excellence for Hispanic Americans) concludes that serious shortcomings in the public education system lead directly to unacceptable dropout rates, exceedingly low numbers of college graduates, and an overall denial of educational excellence to Hispanic Americans. Unrelated to the theme, "E Pluribus Unum" Strengthened by Multicultural Education" (Frank Gonzales) outlines school reforms that support valuing of ethnic and cultural pluralism. (SV)

ED 401 085 RC 020 829

Miller, J. R.

Shingwauk's Vision: A History of Native Residential Schools.

Spons Agency—Social Sciences and Humanities

Research Council of Canada, Ottawa (Ontario).

Report No.—ISBN-0-8020-7858-3

Pub Date—96

Note—598p.

Available from—University of Toronto Press, 250 Spadina Ave., Buffalo, NY 14225-5516 (cloth: ISBN-0-8020-0833-X, \$70; paper: ISBN-0-8020-7858-3, \$29.95).

Pub Type—Books (010) — Historical Materials (060)

Document Not Available from EDRS.

Descriptors—*Acculturation, *American Indian Education, American Indian History, *Boarding Schools, *Canada Natives, Educational History, Elementary Secondary Education, *Federal Indian Relationship, Foreign Countries, Nonformal Education, North American History

Identifiers—*Canada, Canadian History, Missionaries, *Mission Schools

This book provides an overview of the history of Native residential schools in Canada as one facet of the more general history of relations between that country's indigenous and immigrant peoples. It surveys the origins and evolution of residential schooling from the first forays in early 17th-century New France, through the colonial period, to the creation of the modern residential schools in the 1880s, and finally, to the phasing out of government-sponsored schools in the 1960s. Based on government and church archives and on the testimony of former students, this book provides a broad treatment of the motives of all three agents in the residential school story: Native peoples, government, and missionaries. It also examines the details of the boarding school experience, including academic and vocational instruction, missionary and government attitudes toward Native peoples and the goal of assimilation, gender issues for students and staff, work and recreation, care and abuse, and resistance to negative aspects of schooling by students and their families. Framing the book is the story of Shingwauk's vision of a "teaching wigwam" that would teach his people the European ways that they needed to adapt and thrive in the coming age. In the early and mid-19th century, Ojibwa Chief Shingwaukonce (Little Pine) and his son Augustine Shingwauk met with missionaries and government leaders and traveled widely to promote this vision. A residential school named for Shingwauk was opened near Sault Ste. Marie in 1873 and continued to operate as a residential school until 1971, when it became Algoma University College. In this school and others like it, Shingwauk's vision became an Aboriginal nightmare of forced assimilation and cultural genocide. The book includes end-notes; an explanation of sources, methodology, and nomenclature; an extensive bibliography; an index; and many photographs. (SV)

ED 401 086 RC 020 832

Hanks, Judith Elaine

Investigating the Correspondence between Native American Pedagogy and Constructivist Based Instruction.

Pub Date—Apr 96

Note—16p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, NY, April 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Alaska Natives, American Indian Culture, *American Indian Education, American Indians, Child Rearing, *Constructivism (Learn-

ing), Cooperative Learning, *Culturally Relevant Education, *Educational Principles, Elementary Secondary Education, Nonformal Education, *Teacher Student Relationship, Teaching Methods, Teaching Styles

This paper reviews studies detailing formal and nonformal instruction of Native American children by Native American teachers and compares attributes common to traditional Native education with principles of the constructivist approach to instruction. Five pedagogic principles are considered: (1) teacher as facilitator, guiding rather than telling; (2) focus on learner-developed understanding; (3) problem-based instruction, with the problems situated in the learner's culture and lived experiences; (4) cooperative rather than competitive instruction; and (5) time-generous rather than time-driven instruction. Culturally responsive pedagogy can only be practiced in culturally sensitive environments where ways of perceiving, believing, acting, and evaluating are shared. The literature review suggests that Native American pedagogy and constructivism share common beliefs and perceptions about teaching and learning. Therefore, constructivist ways of teaching promise to be culturally responsive to cultures valuing Native American pedagogy. Ways in which constructivism and Native American pedagogy conflict with traditional pedagogic assumptions of the dominant culture are outlined, and possible reasons are offered as to why constructivism was developed among dominant-culture educators. Contains 32 references. (SV)

ED 401 087

RC 020 833

Hanks, Judith Elaine

Investigating the Advantages of Constructing Multidigit Numeration Understanding through Oneida and Lakota Native Languages.

Pub Date—3 Oct 96

Note—15p; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 3, 1996).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indians, Elementary Education, English, *Lakota, *Mathematical Linguistics, Mathematical Vocabulary, Mathematics Achievement, *Numbers, *Number Systems, Numeracy, *Place Value

Identifiers—*Oneida

This paper documents a culturally specific language strength for developing number sense among Oneida- and Lakota-speaking primary students. Qualitative research methods scaffolded this research study: culture informants were interviewed and interviews were transcribed and coded for analysis; culture documents were selected for analysis; and culture informants served as consultants, validating accuracy, during the writing process. Of all U.S. ethnic groups, Native Americans have the smallest percentage of secondary and postsecondary students performing at advanced levels of mathematics. This limited participation and poor performance in mathematics can be traced to the loss of Native languages through generations of forced assimilation in boarding schools and difficulties among primary students in constructing and using multidigit concepts in English. American children in general demonstrate limited proficiency in foundational concepts of number. One reason may be that for English number-words, place-value meaning is implicit rather than explicit. In contrast, Asian languages such as Japanese and Korean explicitly name number place-values, and children that speak these languages have outperformed U.S. children in assessments of base-10 understanding. Analysis of Oneida and Lakota number-words and interviews with Oneida and Lakota speakers about the linguistic structure of number revealed that like Asian languages, Oneida and Lakota describe base-10 number quantities explicitly. Teaching Oneida and Lakota primary students in their native languages as well as English would help them to develop better number sense. Contains 31 references. Includes numbers vocabulary in Oneida and Lakota. (SV)

ED 401 088

RC 020 835

Cotton, Kathleen

Affective and Social Benefits of Small-Scale Schooling. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research

and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-5

Pub Date—Dec 96

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Collegiality, Educational Benefits, *Educational Environment, *Educational Research, Elementary Secondary Education, House Plan, School Holding Power, *School Size, *Small Schools, Social Behavior, *Student Attitudes, *Student Behavior, Student Participation, Teacher Attitudes

Identifiers—ERIC Digests, Sense of Community

This digest summarizes research in the affective and social realms that overwhelmingly affirms the superiority of small schools. Findings on the affective and social effects of school size are extensive and highly consistent, while the research base on outcomes of schools-within-a-school arrangements is smaller and less conclusive. While many small schools are also rural, it is the smallness of schools, regardless of setting, that is beneficial to students. Research on feelings and attitudes indicates the superiority of small schools in the following areas: student attitudes toward school in general and particular subjects, personal and academic self-concepts of students, student sense of belonging, social bonding between teachers and students, teacher and administrator attitudes toward work and each other, and cooperation among colleagues. Research on social behavior shows that compared to large schools, small schools have higher student rates of extracurricular participation, higher attendance rates, lower dropout rates, and fewer behavior and discipline problems. Small schools' superior performance may be related to the need for everyone's involvement, better interpersonal relationships, and easier management of individualized and cooperative practices. Economically disadvantaged and minority students benefit most from small schools, but are frequently concentrated in large schools in large districts. Schools-within-a-school plans have potential for producing results like those of small schools provided they are distinct administrative entities within the buildings that house them. Contains 13 references. (SV)

ED 401 089

RC 020 836

Howley, Craig

Ongoing Dilemmas of School Size: A Short Story.

ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-6

Pub Date—Dec 96

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational History, Efficiency, Elementary Secondary Education, House Plan, Poverty, Rural Schools, School District Wealth, *School Effectiveness, *School Size, *Small Schools, Urban Schools

Identifiers—Dilemmas of Schooling, ERIC Digests

Recent national reports reinforce the growing perception that small schools are good schools. This may seem a revolution or the latest fad in schooling; however, issues of size cannot be captured in universal guidelines. This digest discusses the history of school size dilemmas to demonstrate why this is so. The earliest research literature on American school and district size reveals that questions of size revolved around two sets of justifications: administrative motives related to efficiency and economies of scale, and instructional motives concerned with effectiveness of education. These two perspectives are illustrated in the early 20th-century works of Ellwood Cubberley and Joseph Kennedy. Cubberley, who championed rural consolidation on the basis of urban experience, sought to professionalize rural education and always asked, "How large a school can be created?" Kennedy examined rural life and schools and asked how small a school could be and still remain pedagogically viable. This issue of upper and lower size limits has tended to resolve itself in

the search for optimal school size. But this search may be misdirected, as emerging evidence suggests that a community's relative poverty or affluence is a likely indicator of a size-relevant variability. In this line of research, school size associated with high levels of student achievement appear to be tied to the socioeconomic status of a community. In addition, rural schools and urban schools face their own unique challenges related to school size. "House plans" that simulate small size are gaining in popularity but may not realize the benefits of small size without separate leadership and independent authority. There are no simple answers. Contains 15 references. (SV)

ED 401 090

RC 020 837

Roelke, Christopher

Curriculum Adequacy and Quality in High Schools Enrolling Fewer Than 400 Pupils (9-12). ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-96-7

Pub Date—Dec 96

Contract—RR93002012

Note—4p.

Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).

Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Educational Change, Educational Quality, Educational Research, *High Schools, School Restructuring, *School Size, *Secondary School Curriculum, *Small Schools, Student Participation

Identifiers—*Educational Adequacy, ERIC Digests

One third of public U.S. high schools enroll fewer than 400 students. Small high schools are challenged to maintain a broad curriculum with diverse course offerings. However, this digest demonstrates that many small schools provide curricula and programs comparable in quality to those of larger schools. Research findings include: (1) core curricular offerings in small high schools are well aligned with national goals and comparable to those in large schools; (2) smaller high schools have lower availability of advanced courses, but large size guarantees neither such offerings nor high enrollments in them; (3) larger schools offer a broader array of courses in occupational and technical education, but smaller schools offer more favorable proportions of vocational offerings per student; (4) larger schools offer more special services to students with disabilities and special needs, although small schools may use shared programs and well focused curricula in this area; and (5) smaller schools have fewer extracurricular activities but higher participation rates. Small high schools are meeting pressures to expand curriculum opportunities through integrated curriculum, block scheduling, interdistrict sharing, and distance education. Three curricular components are identified as common to successfully restructured instructional programs: common academic curriculum, high academic standards and expectations, and authentic instruction involving sustained critical thought. Lower enrollments allow for such engaging and meaningful instructional practices, suggesting that small schools are ideal sites for curriculum reform efforts. Contains 15 references. (SV)

SE

ED 401 091

SE 056 915

A Primer on Fresh Water: The Environmental Citizenship Series.

Environment Canada, Ottawa (Ontario).

Report No.—ISBN-0-662-20240-6

Pub Date—94

Note—83p.; Also available in French and Arabic. Two earlier editions appeared under the title "A Primer on Water: Questions and Answers."

Available from—Environment Canada, Water Awareness and Environmental Citizenship, Water and Habitat Conservation Branch CWS, Ottawa, Ontario, K1A 0H3 Canada.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Conservation (Environment), *Environmental Education, Environmental Standards,

Foreign Countries, Groundwater, Higher Education, Secondary Education, *Water, Water Pollution, Water Quality, Water Resources, Wetlands Identifiers—Canada

Water is the lifeblood of the environment as no organisms can survive without it. This reference booklet is part of the Canadian Environmental Citizenship Initiative aimed to help people make environmentally responsible decisions. The primer is targeted at the general public (grade 8 to post-secondary) to be used by educators, communities and organizations as well as individuals, as part of a learning campaign to help Canadians improve their understanding of the environment. Formatted as questions and answers, the booklet focuses on different aspects of water. These aspects include its physical characteristics, its availability both above and below ground, the uses people make of it, and how water is shared and managed. The primer contains some practical advice on how individuals can conserve water as a natural resource. Chapters are also devoted to ecosystems, facts about water in Canada, and water facts about the Great Lakes. A selected glossary provides definitions to terms. (AIM)

ED 401 092 SE 056 918
From the Mountains to the Sea: A Journey in Environmental Citizenship.

Environment Canada, Ottawa (Ontario).

Report No.—ISBN-0-662-18876-4

Pub Date—93

Note—46p.; Also available in French.

Available from—Environment Canada, Economics and Conservation Branch, Ecosystem Sciences and Evaluation Directorate, Ottawa, Ontario, K1A 0H3 Canada.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Acid Rain, Conservation (Environment), Elementary Secondary Education, *Environmental Education, Environmental Standards, Foreign Countries, Groundwater, Learning Activities, Science Activities, *Water, Water Pollution, *Water Quality, Water Resources, Wetlands Identifiers—Canada

This is another booklet in the series by the Canadian Environmental Citizenship Initiative aimed at helping people to make environmentally responsible decisions. This activity booklet is targeted at students as part of a learning campaign to help Canadians improve their understanding of the environment. The imaginary journey From the Mountains to the Sea is a trip along the Eco River following molecules of water from high in the mountains to the ocean below. The trip illustrates the interdependence of all parts of the ecosystem and shows how the environment cannot be divided into distinct areas for study because air, water, land, plants and animal life are all interrelated. Many activities are suggested throughout the booklet to do both in and outside of the classroom. (AIM)

ED 401 093 SE 056 952
Marx, Pamela

Classroom Museums: Touchable Tables for Kids Grades 3-6.

Report No.—ISBN-0-673-36040-7

Pub Date—92

Note—145p.

Available from—GoodYearBooks, ScottForesman, 1900 E. Lake Avenue, Glenview, IL 60025.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Art Education, *Creative Activities, Discovery Processes, *Display Aids, Ecology, Elementary Education, *Exhibits, Instructional Materials, Marine Education, Museums, Natural Sciences, *Science Teaching Centers, Teaching Methods, *Visual Aids

This book provides ideas for table exhibits for grades 3-6 in nine different subject areas. These areas are: marine life; nature in the backyard; the history and uses of flags; impressionist painters and art; winter festivals around the world; fibers and fabrics; Native Americans in touch with the land; sugar and chocolate; and keeping the earth, air and water healthy. The book provides teachers a method of offering hands-on learning opportunities based on the trend in traditional museums to create special touching rooms. The idea is to create experiential opportunities that can serve as a springboard for creative thinking by students to enhance self-esteem, stimulate interest in science, and promote cross-cultural understanding. Teacher how-to

checklists, discussion guidelines, samples of student activities, student handouts, a resource bibliography, text for table displays, and sketches for a sample table are provided. (AIM)

ED 401 094 SE 056 955
Enns, Garry And Others

From the Ground Up. [Videotape]

Green and Growing, Winnipeg (Manitoba).

Spons Agency—Environment Canada, Ottawa (Ontario).

Pub Date—94

Note—45p.

Available from—Green and Growing, #507-63 Albert Street, Winnipeg, Manitoba, R3B 1G4 Canada (30-minute videotape and accompanying Teacher's Guide).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Agricultural Education, *Agriculture, *Conservation (Environment), Elementary Secondary Education, Environmental Education, *Food, Foreign Countries, Natural Resources, *Soil Conservation, *Sustainable Development

Through interviews with farmers, agricultural experts, and students, this video raises student's awareness of sustainable development issues in modern agriculture and food production. The video explores the following themes: agriculture and sustainable development, different approaches to farming, evaluation of farming practices in the context of sustainable development, and the effect of consumers on trends in food production. The accompanying teaching guide contains the following lessons: (1) A Brief Agricultural Historical Perspective and a Definition of Sustainable Development, (2) Soil-A Key Agricultural Resource, (3) Agriculture and Chemicals, (4) What is the Real Cost of Food?, and (5) Everything is Connected. The video opens discussion on a number of topics including the problems of soil depletion and degradation, the debate over the use of chemical solutions, the dependence on non-renewable resources to grow food, and the health of the farm economy and the way consumers influence agricultural practices. (JRH)

ED 401 095 SE 056 978
Bland, Samuel S.

Sea Turtle Trek, Hammocks Beach State Park: An Environmental Education Learning Experience Designed for Grades 6-8.

North Carolina State Dept. of Environment, Health, and Natural Resources, Raleigh.

Pub Date—Mar 95

Note—124p.; Supercedes ED 376 044. Funding for the publication was provided by the North Carolina Wildlife Resources Commission, Non-Game and Endangered Species Program.

Available from—North Carolina Division of Parks and Recreation, P.O. Box 27687, Raleigh, NC 27611-7687.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Ecology, Endangered Species, Environmental Education, Habitats, Intermediate Grades, Junior High Schools, Middle Schools, *Natural Resources, *Parks, Science Activities, *Wildlife

Identifiers—Aquatic Life, *North Carolina State Parks System, Resource Management, *Sea Turtles

This activity guide, developed to provide hands-on environmental education activities geared to Hammocks Beach State Park in North Carolina, is targeted for grades 6, 7, and 8 and meets the curriculum objectives of the standard course of study established by the North Carolina Department of Public Instruction. Three types of activities are included: pre-visit, on-site, and post-visit. On-site activities are conducted at the park, while pre- and post-visit activities are designed for the classroom. Major concepts include the following: sea turtle life history, resource management, taxonomy, anatomy, dichotomous key, adaptations, natural history, habitat, life cycle, natural and human threats, predator/prey relationships, endangered wildlife, human impact on wildlife, migration, and international resource management. An introduction to reptiles, a vocabulary list, scheduling worksheet, parental permission form, and North Carolina Parks and Recreation program evaluation are included. Appendices contain a sea turtle fact sheet, a Loggerhead sea turtle fact sheet, and sea turtle conservation information. (JRH)

ED 401 096 SE 057 035

Dashefsky, H. Steven

Environmental Science: High-School Science Fair Experiments.

Report No.—ISBN-0-8306-4586-1

Pub Date—94

Note—193p.

Available from—TAB Books, Division of McGraw-Hill, Blue Ridge Summit, PA 17294-0850 (paperback: ISBN-0-8306-4586-1, \$12.95; clothbound: ISBN-0-8306-4587-X, \$21.95).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Environmental Education, High Schools, Science Activities, *Science Experiments, *Science Fairs, *Science Projects

This book contains 23 suggestions for experiments involving environmental science that can be used to create a science fair project. Aimed at grades 10-12, a wide range of environmental topics is covered. These topics include soil ecosystems, aquatic ecosystems, applied ecology, global warming and the greenhouse effect, deforestation and desertification, indoor plumbing, problems with fossil fuels, and alternative energy sources. Each experiment includes an overview of the topic, in-depth background material, step-by-step procedures and alternative methods, procedures for analyzing data, helpful illustrations, suggestions for going further, and bibliographic references. The book also includes tips on designing science fair projects and information on using materials for each one. (AIM)

ED 401 097 SE 057 331
Matthews, Bruce E. Riley, Cheryl K.

Teaching and Evaluating Outdoor Ethics Education Programs.

National Wildlife Federation, Vienna, VA.

Spons Agency—Fish and Wildlife Service (Dept. of Interior), Washington, D.C.

Pub Date—95

Note—118p.

Available from—National Wildlife Federation, 8925 Leesburg Pike, Vienna, VA 22184-0001.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Accountability, Codes of Ethics, *Conservation Education, *Environmental Education, *Ethical Instruction, *Outdoor Education Outdoor activities are hurt by participants who have no respect for nature and the environment. The poor behavior of these individuals hurts resources while lowered public perceptions are placed on all participants. The aim of this guide is to empower outdoor users to develop ethics in acting to sustain and nurture the natural world. Outdoors ethics education helps develop ethically fit and competent outdoorsmen. The report is designed to make ethics education theory, practice, and research more accessible to outdoors ethics educators. The first three chapters summarize research on ethics and character education, and on behavior. The last three chapters discuss outdoor ethics education and evaluation. Included in the approaches to outdoor ethics education are: public awareness campaigns and codes of ethics; user education courses; interactive methods; Project WILD; use of role models; mentoring; community clubs; and peer teaching. Contains approximately 300 references. Seventeen appendices contain sample questionnaires, sample ethics codes, and ethical dilemmas for discussion. (AIM)

ED 401 098 SE 057 336
Maine Environmental Priorities Project: Summary of the Reports from the Technical Working Groups to the Steering Committee.

National Association for Environmental Education, Miami, Fla.

Pub Date—Aug 95

Note—43p.

Available from—Maine Environmental Priorities Project, State House Station #17, Augusta, ME 04333.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Agriculture, Air Pollution, Climate Change, *Conservation (Environment), Ecology, Environmental Education, *Natural Resources, Waste Disposal, Water Pollution

Identifiers—Environmental Action, *Environmental Awareness, *Maine

The Maine Environmental Priorities Project (MEPP) is a comparative risk project designed to identify, compare, and rank the most serious environmental problems facing Maine. Once the problems are analyzed and ranked according to their

threat or risk to Maine's ecological health, human health, and quality of life, the project will propose environmental protection priorities which take into consideration scientific information and public values. The technical reports included in this document do not contain policy recommendations and there are no proposed courses of action for addressing the identified risks. Rather, they focus on the identification and measurement of risk without regard to the problems associated with possible actions for addressing the risks. These reports were prepared by a group of volunteers having expertise in areas of interest to the project and representing diverse viewpoints. Reports include: Outdoor Air; Global Climate Change; Stratospheric Ozone Depletion; Surface Water and Sediments; Ground Water; Drinking Water at the Tap; Land and Agricultural Resources; Maine's Built and Natural Landscape; Terrestrial Ecosystems; Freshwater and Marine Ecosystems; Indoor Air; Exposure to Toxins in the Work Place; Solid, Special, and Hazardous Waste; and Radiation. (JRH)

ED 401 099 SE 057 347

Cox, Charles And Others

Oklahoma Ag in the Classroom, K-2, Book 1: Language Arts, Reading, Information Skills, Mathematics, Guides and Activities for Oklahoma Teachers.

Oklahoma State Cooperative Extension Service, Stillwater. 4-H Youth Development Dept.; Oklahoma State Dept. of Agriculture, Oklahoma City. Pub Date—Dec 92

Note—203p.; For Book 2, see SE 057 348. Also subtitled "Student Activities and Teacher Guides, Grades K-2." For book covering grades 3-4, see SE 057 349.

Available from—Oklahoma State 4-H Office, Attn: AITC Orders, Oklahoma State University, 205 Poultry Science Building, Stillwater, OK 74078.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Agriculture, Environmental Education, *Food, Information Skills, *Interdisciplinary Approach, Language Arts, Mathematics, Natural Resources, Primary Education, Reading, Science Activities
Identifiers—Oklahoma

Oklahoma Ag in the Classroom is a program of the Oklahoma Department of Agriculture and the Cooperative Extension Service that aims at providing educators with opportunities to help youth understand the importance of agriculture in everyday life. This book includes a collection of ready-to-use teacher guides and activity sheets that can be used to integrate agriculture into school subjects in such a way that students become "ag-literate" while learning language arts, reading, information skills, mathematics, science, social studies, and visual arts. The lessons in this book, targeted at grades K-2, are designed to supplement existing curricula and are arranged by subject matter area. The subject areas in this book include language arts, mathematics, reading, and information skills. Lessons are arranged by level of difficulty within each subject area and include the following: subject area, grade level, concept, commodity, learner outcome, learner objective, lesson, resources, evaluation, related activities, and student worksheets. A glossary, pattern pages, suggestions for requesting assistance, writing pages, and resource lists are included. (JRH)

ED 401 100 SE 057 348

Cox, Charles And Others

Oklahoma Ag in the Classroom, K-2, Book 2: Science, Social Studies, Visual Arts, Guides and Activities for Oklahoma Teachers.

Oklahoma State Cooperative Extension Service, Stillwater. 4-H Youth Development Dept.; Oklahoma State Dept. of Agriculture, Oklahoma City. Pub Date—Dec 92

Note—252p.; For Book 1, see SE 057 347. Also subtitled "Student Activities and Teacher Guides, Grades K-2." For book covering grades 3-4, see SE 057 349.

Available from—Oklahoma State 4-H Office, Attn: AITC Orders, Oklahoma State University, 205 Poultry Science Building, Stillwater, OK 74078.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Agriculture, Environmental Education, *Food, *Interdisciplinary Approach, Natural Resources, Primary Education, Science Activities, Sciences, Social

Studies, Visual Arts

Identifiers—Oklahoma

Oklahoma Ag in the Classroom is a program of the Oklahoma Department of Agriculture and the Cooperative Extension Service that aims at providing educators with opportunities to help youth understand the importance of agriculture in everyday life. This book includes a collection of ready-to-use teacher guides and activity sheets that can be used to integrate agriculture into school subjects in such a way that students become "ag-literate" while learning language arts, reading, information skills, mathematics, science, social studies, and visual arts. The lessons in this book, targeted at grades K-2, are designed to supplement existing curricula and are arranged by subject matter area. The subject areas in this book include science, social studies, and visual arts. Lessons are arranged by level of difficulty within each subject area and include the following: subject area, grade level, concept, commodity, learner outcome, learner objective, lesson, resources, evaluation, related activities, and student worksheets. A glossary, pattern pages, suggestions for requesting assistance, writing pages, and resource lists are included. (JRH)

ED 401 101 SE 057 349

Cox, Charles And Others

Oklahoma Ag in the Classroom, 3-4, Guides and Activities for Oklahoma Teachers.

Oklahoma State Cooperative Extension Service, Stillwater. 4-H Youth Development Dept.; Oklahoma State Dept. of Agriculture, Oklahoma City. Pub Date—Dec 92

Note—299p.; For Level K-2 version, see SE 057 347-348. Also subtitled "Student Activities and Teacher Guides, Grades 3-4."

Available from—Oklahoma State 4-H Office, Attn: AITC Orders, Oklahoma State University, 205 Poultry Science Building, Stillwater, OK 74078.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Agricultural Education, *Agriculture, Elementary Education, Environmental Education, *Food, Grade 3, Grade 4, Information Skills, *Interdisciplinary Approach, Language Arts, Mathematics, Natural Resources, Reading, Science Activities, Sciences, Social Studies, Visual Arts

Identifiers—Oklahoma

Oklahoma Ag in the Classroom is a program of the Oklahoma Department of Agriculture and the Cooperative Extension Service that aims at providing educators with opportunities to help youth understand the importance of agriculture in everyday life. This book includes a collection of ready-to-use teacher guides and activity sheets that can be used to integrate agriculture into school subjects in such a way that students become "ag-literate" while learning language arts, reading, information skills, mathematics, science, social studies, and visual arts. The lessons in this book, targeted at grades 3-4, are designed to supplement existing curricula and are arranged by subject matter area. Lessons are arranged by level of difficulty within each subject area. Teacher guides include the following: subject, agricultural topic, student skill, learner objective, grade, concept, step-by-step instructions, background, resources, evaluation, and related activities. A glossary, pattern pages, suggestions for requesting assistance, writing pages, and resource lists are included. (JRH)

ED 401 102 SE 058 908

Henning, Celest A.

Overcoming the Limitations of Mathematics Textbooks in the Middle School Classroom.

Pub Date—May 96

Note—12p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Pluralism, Discussion (Teaching Technique), Educational Change, Educational Strategies, Intermediate Grades, Junior High Schools, *Mathematics Instruction, *Middle Schools, Relevance (Education), Teaching Methods, *Textbooks

Middle school mathematics teachers universally rely on the content of textbooks for the content of their instruction. However, in recent years it has become apparent that dependence on textbooks in mathematics education is simply not effective. This paper discusses strategies that can help teachers use textbooks as resources upon which they can build. Topics discussed include textbook use in middle

school classrooms, adjusting for class diversity, getting students' attention, making the numbers meaningful, encouraging classroom discussion, developing personal meaning, and finding alternatives to textbooks. (JRH)

ED 401 103 SE 058 929

Viewfinders: A Visual Environmental Literacy Curriculum. Elementary Unit: Exploring Community Appearance and the Environment.

Dunn Foundation, Warwick, RI.

Pub Date—96

Note—116p.; The twelve proprietary commercial photographs of various landscapes, used with Activity 1-3, are not included with the ERIC copy. Available from—Dunn Foundation, 25 Bellows Street, Warwick, RI 02888.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Community Responsibility, Critical Thinking, Elementary Education, *Elementary School Curriculum, *Environmental Education, *Hands on Science, Interdisciplinary Approach, *Problem Solving, *Visual Literacy

Recognizing that community growth and change are inevitable, Viewfinders' goals are as follows: to introduce students and teachers to the concept of the visual environment; enhance an understanding of the interrelationship between the built and natural environment; create an awareness that the visual environment affects the economy and quality of life; develop appreciation for community appearance and encourage a critical analysis of it; and develop an understanding of the mechanisms by which change in the visual environment can be implemented. Students are provided with opportunities to solve problems through eight hands-on community oriented activities. Each activity contains ten sections: focus, time, outcomes, subject areas, skills, teacher preparation, materials, procedure, discussion, and extensions/homework. The teacher's section of the guide discusses using a team approach, student roles, taking students outdoors, guided imagery in the classroom, and student assessment. The activities in the unit incorporate art, language arts, math, science, and social studies content. Contains 51 references. (DDR)

ED 401 104 SE 058 980

Gabriel, Nancy

Teach Our Teachers Well: Strategies To Integrate Environmental Education into Teacher Education Programs.

Pub Date—15 Jan 96

Note—36p.

Available from—Second Nature, 44 Bromfield Street, 5th Floor, Boston, MA 02108.

Pub Type—Reports - Research (143)

Document Not Available from EDRS.

Descriptors—*Educational Strategies, Elementary Secondary Education, *Environmental Education, Higher Education, *Preservice Teacher Education

Basic environmental education is rarely taught to children due in part to a lack of environmental focus in teacher education programs. This report identifies strategies for influencing colleges and universities to include environmental education (EE) in their teacher education programs as a means to increase the demand for EE at the K-12 level. Section I outlines the research methodology used in the study. Section II contains the research findings and is divided into 3 subsections: status of environmental education programs, barriers to incorporating EE in higher education, and potential impact of stakeholders. Section III contains recommendations for institutions of higher education, stakeholder groups, and funding organizations. Key findings regarding the status of environmental education programs in pre-service teacher education include the following: inadequate teacher training is the primary reason K-12 teachers are not teaching environmental education; higher education is not a player in current EE efforts; the definition and implementation of EE at the K-12 level is too narrow, and state legislation has not had the long term impact EE advocates had anticipated. (JRH)

ED 401 105 SE 058 981

Menoche, Terri And Others

Earth Patrol.

Bruker Nature Center, Troy, OH.

Spons Agency—Troy Foundation, OH.

Pub Date—93

Note—47p.

Available from—Bruker Nature Center, 5995

Horseshoe Bend Road, Troy, OH 45373.
Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Conservation (Environment), Curriculum Development, Elementary Education, *Environmental Education, Instructional Materials, Learning Activities, Recycling, *Science Activities, Waste Disposal, Water, Water Pollution

This guide contains a series of lessons for elementary school students covering environmental issues including waste reduction and recycling, decomposition and composting, landfills, natural resources, energy sources and conservation, and water quality. The lessons include an objective, background information, method, and activities for reinforcement. Each lesson emphasizes what people can do to lessen the impact of human beings on the environment. Through environmental education students become more aware and more informed. Each lesson contains references to provide a source of further information for teachers who wish to go into greater depth on a particular topic. The guide also provides a few illustrations that may be copied for students to color. (AIM)

ED 401 106 SE 059 009

Haskin, Kathleen M.

The Ways of the Watersheds: An Educator's Guide to the Environmental and Cultural Dynamics of New York City's Water Supplies.

Frost Valley YMCA, Claryville, NY.
Spons Agency—Geraldine R. Dodge Foundation, Morristown, NJ.

Pub Date—95
Note—245p; Additional funding provided by the Open Space Institute. Illustrated by Leigh Draper. Printed on colored paper.

Available from—Frost Valley YMCA, 2000 Frost Valley Road, Claryville, NY 12725-9600; fax: (914) 985-0056.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Conservation (Environment), Elementary Secondary Education, *Environmental Education, Environmental Standards, Groundwater, Instructional Materials, *Science Activities, *Water, Water Pollution, Water Quality, Water Resources

Identifiers—*New York (New York), Watersheds
A watershed is an area of land where water is drained ultimately to a particular watercourse or body of water. This curriculum guide acts as a comprehensive resource for educators at all levels to explore the many facets of watersheds for New York City. The guide investigates all the dynamics of watershed education, exploring the environmental and cultural dynamics of water, tracing it from a tiny spring in the mountain to a faucet in Brooklyn, New York. It includes a wide variety of activities as well as information sheets on terminology and issues on the subject of water. Each chapter incorporates suggestions for classroom assessment tools and follow-up projects for students. Major sections include hydrology, geology, ecology, pollution, land development, watershed technology, and conservation. Activities are listed by grade level (K-12) and subject area (subjects are primarily focused on the sciences and social studies, but also include such areas as art, economics, health, and mathematics). (AIM)

ED 401 107 SE 059 018

Patacsil, Peter E.

Secondary and Postsecondary Math Education in Chuuk State, Federated States of Micronesia.

Pub Date—95
Note—16p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Quality, Foreign Countries, Higher Education, *Mathematics Education, Secondary Education, *Teacher Education

Identifiers—*Federated States of Micronesia
The public high school and three private high schools in Chuuk State (formerly called Truk), Federated States of Micronesia (FSM), are located on the main island of Weno. This report documents the present state of secondary and postsecondary mathematics education in Chuuk State. The information is primarily based on interviews with administrators and mathematics teachers at both the secondary and postsecondary levels in Chuuk State. It is reported that the quality of mathematics education varies from school to school ranging from an evolving

ing system at the public high school to high quality and a commitment to excellence at Xavier High School, one of two Catholic high schools on the island. Except for these two catholic schools, there appears to be a shortage of mathematics teachers at the secondary level. The associate degree and three of the four certificate programs offered by the extension center of the College of Micronesia (COM) specify mathematics requirements. However, data indicate that COM's Chuuk State campus has difficulty in recruiting and retaining mathematics instructors. It was concluded that there is a shortage of mathematics teachers both at the secondary and postsecondary level in Chuuk State. (JRH)

ED 401 108 SE 059 020

Campbell, George Jr.

Bridging the Ethnic and Gender Gaps in Engineering.

National Action Council for Minorities in Engineering, Inc., New York, NY.
Pub Date—May 96

Note—14p.
Available from—National Action Council for Minorities in Engineering (NACME), 3 West 35th Street, New York, NY 10001-2281 (\$5).
Journal Cit—NACME Research Letter; v9 n1 1996
Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Engineering, *Enrollment Trends, *Ethnic Groups, *Higher Education, Institutional Characteristics, Physics, *Science Careers, Sciences, *Sex Differences

The substantial gender gap in the science and engineering professions becomes even greater from the perspective of women in underrepresented minority groups. This document analyzes data on university enrollment and graduation by both gender and ethnicity compiled by the National Action Council for Minorities in Engineering (NACME). Findings indicate that engineering and physics persist as the most exclusively male-dominated among science-based disciplines and that minority women remain the most underrepresented group in engineering. Constituting 15% of the college-age population in 1994, minority women comprised only 2.2% of the bachelor's graduates and a mere 0.3% of the Ph.D.'s. In addition, freshman enrollment of minority women declined 12.1% between 1992 and 1994. Other findings include: major inhibiting factors begin very early in minority women's educational experience and few graduate from high school with the necessary prerequisites to pursue engineering in college; minority women who perform well in mathematics and science disproportionately opt out of the pipeline before entering college; and those who go on to major in engineering have the highest attrition rate. It is concluded that failure to solve the attrition problem stems partially from an overemphasis on the student deficit model and underemphasis on institutional deficiencies. (JRH)

ED 401 109 SE 059 021

Morrison, Catherine And Others

Retention of Minority Students in Engineering: Institutional Variability and Success.

National Action Council for Minorities in Engineering, Inc., New York, NY.
Pub Date—Dec 95

Note—20p.
Available from—National Action Council for Minorities in Engineering (NACME), 3 West 35th Street, New York, NY 10001-2281 (\$5).
Journal Cit—NACME Research Letter; v5 n2 1995
Pub Type—Reports - Research (143) — Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*College Students, *Engineering, Higher Education, *Institutional Characteristics, *Minority Groups, *School Holding Power

Although the enrollment of minority freshmen in engineering has increased substantially during the last two decades, attrition has remained intractable. This document analyzes comparative data on the performance of institutions in retaining minority students through graduation. The objective of this effort was to identify characteristics of the most successful engineering schools and to explore the implications of those characteristics for all institutions. Two measures of retention are considered: the minority graduation rate and minority graduation rate relative to the nonminority graduation rate. These measures are then compared with institu-

tional control, college cost, selectivity, number of engineering programs, and number of student support programs offered. Analysis indicated that the colleges and universities that have been most effective in graduating a significant percentage of their minority freshmen are the same institutions that enroll minorities as an extremely small fraction of each year's entering class. An analysis of the variables most highly correlated with retention suggested a distinct institutional climate conducive to minority retention. Three interrelated factors—high selectivity, private control, and high college cost—were most strongly associated with institutional success in retaining minority engineering students. (JRH)

ED 401 110 SE 059 054

Gimenez, J. Ed. And Others

Becoming a Primary Teacher: Issues from Mathematics Education.

Report No.—ISBN-84-921796-0-0

Pub Date—96
Note—228p.

Available from—Gracia Alvarez, S.L., Parcela 11, Nave 27, Poligono Calonge, 41007 Sevilla, Spain.
Pub Type—Collected Works - General (020)

Document Not Available from EDRS.

Descriptors—*Context Effect, *Educational Research, *Elementary Education, Foreign Countries, Higher Education, Knowledge Base for Teaching, *Mathematics Instruction, *Preservice Teacher Education, Student Evaluation, Student Teacher Evaluation

Identifiers—*Spain

This book is a collection of works by mathematics educators from Spain with an emphasis on preservice primary teacher education. This book aims to promote reflection upon and discussion of research issues as well as put out a call to action. Articles include: (1) "Contexts and Learning to Teach Mathematics: The Case of Prospective Elementary Teachers" (S. Linares); (2) "History and Background of Spanish Primary Teacher Training on Mathematics and Its Didactics" (Modesto Sierra and Luis Rico); (3) "Epistemological Changes in Primary Education in Spain from 1970" (Maria Luz Callejo and Camino Canon); (4) "The Understanding of Mathematical Topics and Instructional Representations: The Case of Fractions and Rational Number by Prospective Elementary Teachers" (Salvador Linares and Victoria Sanchez); (5) "Prospective Teachers' Pedagogical Content Knowledge about Multiplicative Structures" (Enrique Castro and Encarnacion Castro); (6) "Thinking about Mathematics and Its Teaching: An Experience with Preservice Teachers" (Marta Civil); (7) "Learning to Teach Mathematics: Types of Knowledge" (Lorenzo J. Blanco); (8) "Habitual School Practices and Problem Solving Situations: The Case of Carlot" (Victoria Sanchez and Salvador Linares); and (9) "Exploring an Integrated Model of Assessment with Prospective Teachers" (J. Gimenez and J. M. Fortuny). Contains 278 references. (DDR)

ED 401 111 SE 059 063

Colburn, Elizabeth A. Ed.

Certified: A Citizen's Step-by-Step Guide to Protecting Vernal Pools. 6th Edition.

Massachusetts Audubon Society, Lincoln.

Pub Date—Mar 95
Note—104p; For Curriculum Companion, see SE 059 064.

Available from—Massachusetts Audubon Society, 208 S. Great Road, Lincoln, MA 01773.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, *Community Responsibility, *Endangered Species, *Environmental Education, Environmental Standards, Habitats, *Social Action, *Volunteer Training, Water Quality, *Wetlands, Wildlife Management

Identifiers—Audubon Society, Massachusetts, Stewardship

The objective of this manual is to train volunteers in the process of identifying vernal pool habitat so that as many of these pools as possible can be certified by the Massachusetts Natural Heritage and Endangered Species Program. Vernal pools are a kind of temporary pond in which salamanders and other animals breed. The pools are unique biological habitats and are not easily replaced. Due to a lack of funds and staff, volunteer citizens are needed to gather the necessary documentation for certification. This manual is written for amateur naturalists, biologists, botanists, and novices to the world of nature. Nine easy steps for certification are dis-

130 Document Resumes

cussed: understanding vernal pools; understanding certification, protection, and the law; finding the pool; assessing the pool; documenting your findings; mapping the pool; putting it all together; following up; and practicing stewardship. Includes 35 references. (DDR)

ED 401 112 SE 059 064

Childs, Nancy Colburn, Betsy
Vernal Pool Lessons and Activities.
 Massachusetts Audubon Society, Lincoln.
 Pub Date—Mar 95
 Note—61p.; For related document, see SE 059 063.
 Available from—Massachusetts Audubon Society,
 208 S. Great Road, Lincoln, MA 01773.
 Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biology, *Community Responsibility, *Endangered Species, *Environmental Education, Environmental Standards, *Habitats, Hands on Science, Interdisciplinary Approach, *Outdoor Education, Science Activities, Science Curriculum, Social Action, Water Quality, *Wetlands, Wildlife Management

Identifiers—Audubon Society, Massachusetts

This curriculum guide accompanies Certified: A Citizen's Step-by-Step Guide to Protecting Vernal Pools which is designed to train volunteers in the process of identifying vernal pool habitat so that as many of these pools as possible can be certified by the Massachusetts Natural Heritage and Endangered Species Program. Vernal pools are a kind of temporary pond in which salamanders and other animals breed. Forty-one activities are included and are written for amateur naturalists, biologists, botanists, and novices to the world of nature. Topics of the activities include appreciation and identification of vernal pools, compass and mapping skills, and values and political action. The appendices provide a correlation of the activities to school curricula by subject area, a glossary, a brief list of references, addresses of relevant organizations, and resources used in the activities. (DDR)

ED 401 113 SE 059 094

Raines, Larry Mitrook, Kim
The University of Alabama's Integrated Science Program.

Alabama Univ., Tuscaloosa. Center for Communication and Educational Technology.
 Pub Date—10 Sep 96
 Note—138p.

Available from—University of Alabama, Center for Communication and Educational Technology, P.O. Box 870167, Tuscaloosa, AL 35487; phone: 800-477-8151.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — Non-Print Media (100)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Chemistry, Earth Science, Educational Innovation, Electronic Mail, Formative Evaluation, Inquiry, *Interdisciplinary Approach, *Middle Schools, Physics, *Professional Development, Science Activities, *Science Curriculum, *Scientific Literacy, Standards, Student Attitudes, Summative Evaluation, Telecommunications, *Telecourses

Identifiers—Alabama

This program, supported by the Center for Communication and Educational Technology at the University of Alabama, incorporates the perspectives of biology, earth/space science, chemistry, and physics into an innovative science curriculum for the middle grades. Students are engaged for 20 minutes 3 times a week by an on-air instructor who is doing fieldwork, talking with special guests, or using technology to introduce science concepts. These telecasts are delivered via satellite and can be seen on public television networks. Correlated curriculum materials are used by classroom teachers to conduct demonstrations, and lead their classes in hands-on activities and discussions that extend the understanding of the concepts presented in the telecasts. Prior to using this curriculum, teachers participate in a week of training and become part of an electronic mail network that allows them to share information, evaluations, and questions with one another and with the project staff. Information sheets, program description information, and a videotape accompany the student handbook. Contains 24 references. (DDR)

ED 401 114 SE 059 116

Briggs, Roger P. Carlisle, Robert J.

Solar Physics and Terrestrial Effects: A Curriculum Guide for Teachers Grades 7-12, 2nd Edition.
 National Oceanic and Atmospheric Administration, Boulder, CO. Space Environment Center.
 Pub Date—Jun 96

Note—104p.

Available from—Space Environment Center, 325 Broadway, Boulder, CO 80503.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Astronomy, Earth Science, *Environmental Education, *Physics, Science Activities, *Science Curriculum, Secondary Education, Solar Energy, Space Sciences, *Stars, Textbooks

This curriculum guide includes a brief textbook, a hands-on activity guide, and resource listings. The textbook provides background information in solar physics for teachers and contains problems suitable for advanced students at the end of each chapter. Topics covered in the textbook include stellar evolution, the structure of the sun, methods of studying the sun, and solar-terrestrial interactions. The activity section offers ideas for hands-on experiences that can be done in the classroom with inexpensive and readily available materials. Topics for nine hands-on activities include building a spectroscope, energy transport in the sun, measuring the solar constant, earth-sun orientation, the effect of the solar wind on the geomagnetic field, determining the rotation period of the sun, seeing at different wavelengths, luminosity of the sun and stars, and radiation hazards in space. Background information about the activities is included in the textbook. Contains 50 references. (DDR)

ED 401 115 SE 059 173

Konhauser, Joseph D. E. And Others

Which Way Did the Bicycle Go?...and Other Intriguing Mathematical Mysteries. Dolciani Mathematical Expositions Series of the Mathematical Association of America, No. 18.

Mathematical Association of America, Washington, D.C.

Report No.—ISBN-0-88385-325-6

Pub Date—96

Note—237p.

Available from—Mathematical Association of America, 1529 18th Street N.W., Washington, DC 20036.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—High Schools, *Mathematical Applications, Mathematical Aptitude, *Problem Solving, Thinking Skills, *Word Problems (Mathematics)

This book provides a collection of 191 mathematical problems aimed at the advanced high school student level and above. Problems cover general mathematical areas including plane geometry, three-dimensional geometry, number theory, algebra, combinatorics and graph theory, and a number of miscellaneous questions that combine mathematical disciplines. The book is divided into two major sections: the first section contains the problems themselves; the second section contains the solutions, historical and other notes, and auxiliary problems without solutions. Problems range from determining the direction of travel of a bicycle leaving tracks in the mud, to determining if two equal amounts of pizza are cut using eight 45-degree wedges meeting at a point other than the center, to determining if a manufacturer's claim that a certain unusual combination lock allows for thousands of combinations. Contains 175 references. (AIM)

ED 401 116 SE 059 174

MacClintic, Scott D. Nelson, Genevieve M.

Paper Genetic Engineering.

Pub Date—17 Oct 96

Note—19p.; Paper presented at the Annual Meeting of the National Association of Biology Teachers (Charlotte, NC, October 17, 1996).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biology, *Biotechnology, *DNA, *Genetic Engineering, Science Activities, Scientific Concepts, Secondary Education, *Simulation, Teaching Methods

Bacterial transformation is a commonly used technique in genetic engineering that involves transferring a gene of interest into a bacterial host so that the bacteria can be used to produce large quantities of the gene product. Although several kits are available for performing bacterial transformation in the classroom, students do not always clearly understand what they are doing by following the procedure.

This document presents an exercise that uses paper DNA sequences to simulate the process of bacterial transformation and can be used in biochemistry, biotechnology, or any level biology class. In advanced biology classes it can be used to provide an introduction to the bacterial transformation laboratory while in general biology classes it can be used to help students understand this new technology. In the exercise students identify a gene of interest, choose a restriction enzyme to isolate the gene, construct a plasmid vector to carry the gene into bacterial cells, ligate the gene into the plasmid, then transcribe and translate the gene product. Key concepts include DNA structure and function, restriction enzymes, plasmid vectors, one gene-one polypeptide, transcription, and translation. (JRH)

ED 401 117 SE 059 175

MacClintic, Scott D. Nelson, Genevieve M.

Gender and Group Dynamics.

Pub Date—18 Oct 96

Note—10p.; Paper presented at the Annual Meeting of the National Association of Biology Teachers (Charlotte, NC, October 18, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Cooperative Learning, Elementary Secondary Education, Group Discussion, *Group Dynamics, *Problem Solving, *Sex Differences

Identifiers—Gender Issues

There has been much discussion recently of the effect that gender and learning style have on student performance. Educators have attempted to develop new teaching and assessment strategies that accommodate a variety of learning styles, and both males and females are becoming more aware of gender-related traits and their relationship to classroom dynamics. The objectives of this workshop were as follows: (1) to engage participants in a problem solving activity that requires group cooperation, (2) to discuss how gender and group dynamics affect successful problem solving in this activity, and (3) to share methods and ideas that enable students to explore their own learning styles in an effort to develop productive learning strategies. Class time spent discussing gender roles, group dynamics, and personal learning styles early in the school year can help students build effective group-work skills and productive learning strategies that will benefit them throughout their lives. Furthermore, for the teacher, creating a "profile" of the learning styles that students bring to class can facilitate the development of instructional methods that better meet the needs of each student. (JRH)

ED 401 118 SE 059 176

Pushkin, David B.

Paradigms and Postmodernism in Science and Science Education.

Pub Date—96

Note—32p.; Paper presented at the National Science Teachers Association Global Summit Conference (San Francisco, CA, December 28, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Chemistry, Critical Thinking, Educational Change, *Educational Theories, Elementary Secondary Education, Higher Education, Models, Physics, *Science Education, Science Education History, *Scientific Literacy

Identifiers—*Paradigm Shifts, *Postmodernism

Science, particularly the physical sciences, has undergone several paradigm shifts during history. The modernistic and mechanistic world that was viewed through the lens of Newton's laws no longer offers valid answers to present-day questions. This paper examines four themes: the evolution of physics, the evolution of chemistry, the evolution of science education, and the impact of postmodernism on science education. The need for emancipation from the modernistic paradigm is highlighted in order to foster critical thinking and greater scientific literacy. It is argued that future educators need to be emancipated in order to emancipate their students. Contains 61 references. (JRH)

ED 401 119 SE 059 177

Bruckerhoff, Charles Bruckerhoff, Theresa

The Connecticut Museum Collaborative for Science Education: 1995-1996 Annual Report.

Curriculum Research and Evaluation, Chaplin, CT.

Pub Date—Sep 96

Note—32p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Curriculum Development, Intermediate Grades, Junior High Schools, Middle Schools, *Museums, Partnerships in Education, Program Evaluation, *Science Education, Science Teachers, *Teacher Education

Identifiers—*Connecticut

The Connecticut Museum Collaborative is a partnership between four different science museums. The collaborative's main goal is to improve middle school teachers' knowledge and skills in science, mathematics, and technology, and to support the development of relevant curriculum. This report is the third year formative report of the Collaborative's operations by Curriculum Research and Evaluation (CRE). Qualitative and quantitative methods of data collection were used including site visits, interviews, document analysis, and surveys. Results indicate that the Collaborative has accomplished its objectives for year three at a reasonably high level. Data from the middle school teachers, students, museum staff, and key participants reveal that the Collaborative provides a rich and meaningful opportunity for informal science education. The main issues of the program include improving the level of teachers' and school administrators' commitment and initiative taking, increasing parents' participation, and meeting the high cost of bus transportation for classes. The report is divided into the following sections: introduction; key features of year three; descriptive data on each of the museum centers; discussion of survey data; main themes of the third year formative evaluation including issues; and summary, conclusions, and recommendations. An appendix provides examples of survey instruments used. (JRH)

ED 401 120

SE 059 178

Mastin, Marla

Children's Mathematical Learning.

Pub Date—4 Oct 96

Note—14p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Detroit Lakes, MN, October 4, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Strategies, Evaluation, Grade 3, *Mathematical Concepts, *Mathematics Instruction, Primary Education, Problem Solving, Teaching Methods, *Thinking Skills

The purpose of this research was to determine the effects of two different elementary mathematics programs on student learning. The subjects, third-grade students in two schools, were matched by socio-economic background and teacher experience. Students in each school were exposed to a different mathematics program since kindergarten—a skills based program and a concept based program. Data included observations of students' mathematical learning, journals of student writing, and class averaged standardized test data. Quantitative results indicate that both groups learned mathematics skills equally well but the concept instructed class outperformed the skill instructed class in problem solving. Qualitative results suggest that the skill instructed class liked mathematics and correctly used computation algorithms in their journal entries. The students used words and numbers to express ideas but did not use inferencing to draw conclusions. The concept instructed class often used mathematical language to express ideas that were based on prior knowledge and also consistently used inferencing to draw conclusions. Contains 17 references. (Author/JRH)

ED 401 121

SE 059 179

Bruckerhoff, Charles

Head Start on Learning Science: 1995 Evaluation.

Curriculum Research and Evaluation, Chaplin, CT. Pub Date—Oct 96

Note—41p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Inquiry, Interviews, *Knowledge Base for Teaching, Observation, Preschool Education, *Professional Development, Program Evaluation, *Science Education, *Teacher Education

Identifiers—Project Head Start

The goals of the Head Start on Learning Science project include increasing Head Start staff and parents' awareness of the value of science; introducing teachers to integrated, inquiry-based science; and

providing follow-up support to teachers and parents. This document is an evaluation report of the program that contains planning, formative, and summative elements. Formative evaluation assessed the ongoing activities of the program to determine if the project was conducted as planned and the extent to which it was meeting its goals. Qualitative methods of data collection included observation of activities and events, participation in events, structured and non-structured interviews, and collection of documents. Findings indicate that the project is realizing the goal of improving teachers' knowledge of science and science teaching skills. The major shortcomings of the project were found to be in communication, formal conceptual framework, planning, operations, and personnel issues. Recommendations included: improve administration and organization of the project; develop a curriculum for the adult and continuing education as well as programs for pre-school, fifth graders' science, and teenagers; develop a conceptual framework, curriculum, and instruction consistent with Head Start on Learning Science mission for culture, society, and education; and hire only certified pre-school teachers and committed, experienced parents for summer programs. (JRH)

ED 401 122

SE 059 180

Bruckerhoff, Charles

Bruckerhoff, Theresa

CPEP Connecticut Pre-Engineering Program. Formative Report.

Curriculum Research and Evaluation, Chaplin, CT.

Pub Date—Sep 96

Note—25p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Engineering, Intermediate Grades, Junior High Schools, Learning Strategies, *Mathematics Education, Middle Schools, Program Evaluation, Science Careers, *Science Interests, *Student Attitudes, *Summer Programs

Identifiers—*Connecticut

This report evaluates the 1996 Connecticut Pre-Engineering Program (CPEP) Summer Science Camp, a 5-week educational program for upper middle school students that emphasizes processes of thinking and development of personal and social attitudes that are appropriate for academic success, especially in the areas of mathematics and science. Qualitative and quantitative methods were used including site visits, interviews, collection of documents, and surveys. Data indicate that the students' response to the summer science camp was very positive. First-time students' perceptions of their abilities was found to be higher than their teachers' assessments while second-time students' perceptions were closer to their actual performance and their teachers' assessments. All students indicated that they wanted to be actively involved in their learning. It is concluded that CPEP is a valuable introduction to high school and college careers in mathematics, science, and engineering for those children who come from disadvantaged minority groups. The report is divided into six sections: introduction; description of the summer program and its participants; analysis of survey data; summary and conclusions with an emphasis on main themes and issues; recommendations for improvements and further development; and biographical sketches. (Author/JRH)

ED 401 123

SE 059 181

Bruckerhoff, Charles

PIMMS: A Summative Report of the Project To

Increase Mastery of Mathematics and Science.

Curriculum Research and Evaluation, Chaplin, CT.

Pub Date—15 Sep 96

Note—58p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Elementary Secondary Education, *Faculty Development, Interviews, Knowledge Base for Teaching, Mathematics Instruction, *Mathematics Teachers, Program Evaluation, Science Instruction, *Science Teachers, Surveys, *Teacher Education

Identifiers—*Connecticut

The primary objective of the Project to Increase Mastery of Mathematics and Science (PIMMS) is to bring high quality staff development in mathematics and science to teachers of all levels. This report describes the progress PIMMS has made over the past 12 years in fostering an appreciation of mathematics and science by teachers in the state of Connecticut. The report sets forth the project's future visions along with its goals and objectives,

and the effects the project has had on different individuals and institutions committed to science and mathematics education, especially in the past 5 years. The report used interview data collected during the summer of 1995 and additional supportive material provided by the project itself to document general findings. Data indicated that PIMMS plays a pivotal role in promoting significant improvement in the teaching and learning of mathematics and science in schools. It is concluded that PIMMS has realized and will continue to realize its goals and objectives and that the project is making very substantial improvements in science and mathematics education by providing effective professional development programs to committed teachers, who in turn teach and influence their colleagues. Sections of the report include introduction, analysis of data and methodology, challenge for PIMMS, findings, themes and conclusions, and recommendations. (JRH)

ED 401 124

SE 059 182

Smist, J. M.

Barkman, R. C.

Self-Efficacy of Pattern Recognition in Science of

Middle School Students.

Pub Date—25 Oct 96

Note—17p.; Paper presented at the Annual Conference of the Northeastern Educational Research Association (27th, Ellenville, NY, October 25, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, Ecology, Educational Research, Evolution, Instructional Effectiveness, *Interdisciplinary Approach, Intermediate Grades, *Middle Schools, *Pattern Recognition, Program Effectiveness, *Self Efficacy, *Student Attitudes, Student Surveys

Identifiers—Middle School Students

The goal of this research was to determine the effectiveness of a middle school science curriculum designed to inspire students to think about science through studying the patterns of humans. The curriculum focuses on human behavior, evolution, ecology, and performance and is based on the notion that pattern recognition is highly correlated with the ability to succeed in school type learning tasks. The effectiveness of the curriculum was determined by using an instrument developed to measure the self-efficacy of young adolescents to recognize patterns in the natural world. Results show that the ability to recognize patterns does not seem to be equal in all learners and is a skill that can be improved through training. The research results also indicated an unexpected difference in pattern recognition between genders and suggests that relating science to people patterns could contribute to encouraging higher female interest in science. The historical significance of patterns and their recognition in science is also discussed. (DDR)

ED 401 125

SE 059 188

Brekke, Stewart E.

Aspects of the Cognitive Model of Physics Problem

Solving.

Pub Date—27 Oct 96

Note—21p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Educational Theories, Higher Education, *Physics, *Problem Solving, Secondary Education

Various aspects of the cognitive model of physics problem solving are discussed in detail including relevant cues, encoding, memory, and input stimuli. The learning process involved in the recognition of familiar and non-familiar sensory stimuli is highlighted. Its four components include selection, acquisition, construction, and integration. The effects of experience, familiarity, cognitive factors, and information processing on problem solving is also discussed. It is concluded that the act of physics problem solving involves many different parts of the human nervous system and it is possible that in the future, the neurochemistry and neurophysics of the brain may explain what actually happens in terms of atoms, molecules, electrons, neurons, and axons in physics problem solving. Contains 12 references. (JRH)

ED 401 126

SE 059 190

Mathematics and Science Education around the

World: What Can We Learn from the Survey of

Mathematics and Science Opportunities

(SMSO) and the Third International Mathemat-

ies and Science Study (TIMSS)?

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-309-05631-4

Pub Date—96

Note—32p.; For the information booklet on the Third International Mathematics and Science Study, see SE 059 191.

Available from—National Research Council, Mathematical Sciences Education Board or Committee on Science Education K-12, 2101 Constitution Avenue N.W., HA 450, Washington, DC 20418.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Comparative Analysis, Educational Change, Educational Strategies, Elementary Secondary Education, Global Approach, International Studies, *Mathematics Education, *Science Education Identifiers—*International Surveys, *Third International Mathematics and Science Study

This report is designed to help frame discussion and analysis of data that will emerge from the Third International Mathematics and Science Study (TIMSS), a landmark study of mathematics and science education that investigates the mathematics and science curricula at three academic levels—age 9, age 13, and the last year of high school—in more than 40 countries. The primary source for this report is the first released component of TIMSS, the Survey of Mathematics and Science Opportunities (SMO). It also draws on related published documents and on informal consultation with TIMSS staff and highlights directions for further inquiry more than findings. The focus of this report is on what TIMSS will be able to contribute to the understanding of mathematics and science education around the world as well as to current efforts to improve student learning, particularly in the United States. Topics covered include information on TIMSS, opportunity to learn, kinds of information collected by TIMSS researchers, challenges and opportunities of cross-national research, information on SMO, what can be learned from SMO, intended curriculum, implemented curriculum and instructional practices, and further questions that might be explored by TIMSS. It is concluded that SMO and TIMSS offer an important opportunity to learn more about international variations in curriculum and instructional practice in mathematics and science, and this data provides a rare opportunity in discourse about mathematics and science education, its analysis, and improvement. (JRH)

ED 401 127

SE 059 191

Third International Mathematics and Science Study (TIMSS).

National Center for Education Statistics (ED), Washington, DC; National Science Foundation, Arlington, VA.

Report No.—NCES-97-582

Pub Date—96

Note—5p.; For a report on TIMSS, see SE 059 190. Funding for TIMSS was also provided by the Canadian government.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Case Studies, Comparative Analysis, Curriculum, Elementary Secondary Education, *Evaluation, *Global Approach, *Mathematics Achievement, Observation, Questionnaires, Student Evaluation

The Third International Mathematics and Science Study (TIMSS), the largest international comparative study of educational achievement to date, is a study of classrooms across the country and around the world. This brief information booklet describes the design and development of TIMSS, its coordination and schedule, and its components including student assessments, performance assessments, questionnaires, curriculum analysis, videotape observations, and case studies. Also highlighted are the research questions that guided TIMSS. (JRH)

ED 401 128

SE 059 195

Pirie, Susan E. B.

Classroom Video-Recording: When, Why and How Does It Offer a Valuable Data Source for Qualitative Research?

Pub Date—14 Oct 96

Note—17p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics

Education (Panama City, FL, October 14, 1996). Pub Type—Opinion Papers (120) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Collection, *Educational Research, Elementary Secondary Education, Foreign Countries, *Videotape Recordings

Video recordings are being used more and more in educational research; however, it is uncertain when they actually form the data and when they merely facilitate its collection. This and other issues related to the use of classroom video-recording as a data source for qualitative research are discussed in this paper. Research investigating the phenomenon of "folding back" in the growth of mathematical understanding is used to illustrate the strengths and weaknesses of video recordings in classrooms as a research tool. The techniques of both video-stimulated recall and think-aloud protocols are discussed. The paper closes with a pragmatic look at how to get the most out of one's video-tapes. Contains 46 references. (Author/JRH)

ED 401 129

SE 059 197

Kohler, Maxie P. Kohler, Emmett T.

Improving Mathematics Education in Grades 6-9 through the Integration of Content, Technology, and Manipulatives: Formal Cumulative Evaluation Report.

Alabama Univ., Birmingham.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—May 96

Contract—ESI-9155296

Note—151p.

Pub Type—Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Intermediate Grades, Mathematics Curriculum, *Mathematics Instruction, *Middle Schools, Secondary Education, Teacher Attitudes, *Teacher Improvement

This report describes a three-year project aimed at improving mathematics education in grades 6-9 in Birmingham, Alabama. The purpose of the project was to enhance mathematical knowledge and improve the instructional skills of middle school mathematics teachers (n=58) through an innovative teacher enhancement program. Since the middle school years are considered crucial in the development of a student's view of mathematics, the study is aimed at developing well-trained mathematics teachers. The goals of the project were to focus on teaching behavior, knowledge, and attitudes of middle school mathematics teachers in order to enhance the quality of mathematics instruction, promote positive student attitudes toward mathematics, improve students' mathematics achievement, and increase the talent pool of underrepresented groups. Teachers believed the project was successful, stating that it helped them most in providing additional ways of making mathematics more meaningful to students. The teachers also believed the new skills revitalized them in their profession. Appendices contain the evaluation plan, the survey instruments, and the National Science Foundation Participation Project Information Sheet. (AIM)

ED 401 130

SE 059 199

Powell, Mary Jo Boethel, Martha, Ed.

Equity in the Reform of Mathematics and Science Education: A Look at Issues and Solutions. Executive Summary.

Southwest Educational Development Lab., Austin, TX. Southwest Consortium for the Improvement of Mathematics and Science Teaching.

Spons Agency—Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.

Pub Date—Sep 94

Contract—R168R20003-94

Note—34p.; For complete report, see SE 059 200. Available from—Southwest Educational Development Laboratory, 211 E. 7th Street, Austin, TX 78701-3281.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Educational Change, *Educational Equity (Finance), Educational Strategies, Elementary Secondary Education, *Equal Education, Literature Reviews, *Mathematics Education, *Science Education, Teacher Education

The current push for reform in mathematics and science education cannot succeed unless it ad-

dresses the critical and persistent issue of equity. This executive summary reviews the literature regarding that issue. Its purpose is to provide a reference tool for those who are working to change educational policy and practice. Part 1 of the review discusses the importance of equity—the moral, social, and economic imperatives for assuring educational success for all students. This section also describes the multiple meanings of the term equity as it is used in the educational literature. Part 2 explores a range of equity issues, from the structure and financing of schools to teacher training, expectations, and classroom practice. Part 3 describes educational strategies designed to broaden student success. The conclusions in Part 4 call for a transformation in the structures of U.S. schooling. While this executive summary follows the general outline of the full text, some subsections have been collapsed or resequenced for the sake of brevity. (Author/JRH)

ED 401 131

SE 059 200

Powell, Mary Jo Boethel, Martha, Ed.

Equity in the Reform of Mathematics and Science Education: A Look at Issues and Solutions.

Southwest Educational Development Lab., Austin, TX. Southwest Consortium for the Improvement of Mathematics and Science Teaching.

Spons Agency—Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.

Pub Date—Sep 94

Contract—R168R20003-94

Note—189p.; For the Executive Summary, see SE 059 199.

Available from—Southwest Educational Development Laboratory, 211 E. 7th Street, Austin, TX 78701-3281.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Academic Achievement, *Educational Change, *Educational Equity (Finance), Educational Strategies, Elementary Secondary Education, *Equal Education, Literature Reviews, *Mathematics Education, *Science Education, Teacher Education

The current push for reform in mathematics and science education cannot succeed unless it addresses the critical and persistent issue of equity. This report reviews the literature regarding that issue. Its purpose is to provide a reference tool for those who are working to change educational policy and practice. Part 1 of the review discusses the importance of equity—the moral, social, and economic imperatives for assuring educational success for all students. This section also describes the multiple meanings of the term equity as it is used in the educational literature. Part 2 explores a range of equity issues, from the structure and financing of schools to teacher training, expectations, and classroom practice. Part 3 describes educational strategies designed to broaden student success. The conclusions in Part 4 call for a transformation in the structures of U.S. schooling. (Author/JRH)

ED 401 132

SE 059 201

Hill, Susan T.

Science and Engineering Degrees: 1966-94. Detailed Statistical Tables.

National Science Foundation, Arlington, VA. Div. of Science Resources Studies.

Report No.—NSF-96-321

Pub Date—96

Note—103p.; For the statistical data for 1966-93, see ED 386 381.

Available from—National Science Foundation, Div. of Science Resources Studies, Publications Unit, 4201 Wilson Blvd., Suite 965, Arlington, VA 22230; World Wide Web: <http://www.nsf.gov/sbe/srs/stats.htm>; e-mail: pubs@nsf.gov

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Bachelors Degrees, *Doctoral Degrees, *Engineering, Higher Education, Majors (Students), *Masters Degrees, *Sciences, Sex Differences, Tables (Data)

This report provides information on science and engineering degrees conferred in the aggregate United States over the period 1966-1994. It is based on data obtained from several Federal agencies. The data was acquired as part of these agencies' general statistics programs. The Bachelor's and Master's degree data were obtained from universe institution surveys of the National Center for Education Statis-

tics while data on doctorates are from the Survey of Earned Doctorates, and a universe survey of individual doctorate recipients collected by the National Research Council. Degree data are compiled for a 12-month period. Included in the report are the current classification schemes for the Integrated Postsecondary Education Data System (IPEDS) completions survey and the survey of earned doctorates and historical changes in the IPEDS/Higher Education General Information Service (HEGIS) classification system. Data are classified by total number of degrees, gender, major field, and age. (JRH)

ED 401 133 SE 059 202

Benken, Babette M. Wilson, Melvin R.
Developing Problem-Solving Conceptions of Mathematics: A Preservice Teacher's Experiences.

Pub Date—96

Note—8p.; Paper presented at the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (Panama City, FL, October, 1996).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Educational Change, *Mathematics Instruction, Mathematics Teachers, Secondary Education, *Student Teacher Attitudes, Teacher Behavior, Teaching Styles

The nature and evolution of one preservice secondary teacher's beliefs about mathematics are described in this paper. It provides information on how the teacher's conceptions about mathematics, teaching, and learning evolved during a secondary methods course and student teaching. The teacher communicated narrow views about the nature of mathematics and the core beliefs changed very little during the study. The main evolution during the methods course was an increased awareness of reform themes. Although the teacher refined some views during student teaching, the most significant change involved the ability to elaborate beliefs with specific classroom examples. The paper also explores the relationships between espoused beliefs and teaching decisions in the context of a reformed classroom environment. Contains 12 references. (Author/AIM)

ED 401 134 SE 059 203

O'Connell, Susan R.
Glyph Data Communication for Primary Mathematics.

Report No.—ISBN-1-56417-663-0

Pub Date—97

Note—68p.

Available from—Good Apple, 299 Jefferson Road, P.O. Box 480, Parsippany, NJ 07054-0480 (GA 1573).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Communication Skills, *Data Analysis, *Data Interpretation, Elementary Education, Learning Activities, *Mathematics Instruction, Teaching Methods, Thinking Skills

Glyphs, a way of representing data pictorially, are a new way for elementary students to collect, display, and interpret data. This book contains a number of glyph activities that can be used as creative educational tools for grades 1-3. Each glyph has three essential construction elements: the glyph survey (the questions that are asked), the glyph directions (tell what to draw based on the answers given), and the glyph pattern (a reproducible provided in this book or a shape that is hand drawn on a sheet of paper). Glyph activities begin with the collection of data followed by displaying the data by following a series of directions. Once glyphs are created they can be analyzed and interpreted in many ways. In the process of exploring their glyphs students are provided with opportunities to communicate their mathematical thinking both orally and in writing. Along with building data analysis and communication skills, glyphs also stimulate students' mathematical reasoning as they compare, contrast, and draw conclusions. (JRH)

ED 401 135 SE 059 205

Spann, Mary Beth
Instant Math Storymats with Hands-on Activities for Building Essential Primary Math Skills, Grades K-2.

Report No.—ISBN-0-590-10109-9

Pub Date—96

Note—88p.

RIE MAR 1997

Available from—Scholastic, Inc., 555 Broadway, New York, NY 10012.

Pub Type—Guides—Classroom—Teacher (052)

Document Not Available from EDRS.

Descriptors—*Learning Activities, *Manipulative Materials, *Mathematical Concepts, Mathematics Instruction, *Mathematics Skills, Primary Education, *Short Stories

This book contains 18 reproducible Math Storymats which can be a refreshing addition to any early elementary math program. Each storymat is accompanied by two separate read-aloud story selections that guide children in using plastic disk-shaped markers to interact with the mats in specific and open-ended ways. Together the mats and the manipulatives help children explore and practice math skills and concepts. Each storymat is accompanied by guides to two different activities. Each guide consists of target skills, materials list, steps for the activity, read-aloud story, math talk tips, and journal extensions. The storymats include such subject areas as: On the Playground; Mr. Cook's Kitchen; The Fruit Orchard; A Walk in the Woods; Cityscape; By the Sea; In the Toystore; and Baking Cookies. (JRH)

ED 401 136 SE 059 207

Haskin, Kathleen M.
Linking Your Y with the World: An Instructor's Guide for Global Environment and Development Education.

Frost Valley YMCA, Claryville, NY.

Spons Agency—Agency for International Development (IDCA), Washington, DC.

Pub Date—93

Note—98p.; Preface by John Haskin; illustrated by Leigh Draper and Christine Peckham. Printed on colored paper.

Available from—The Frost Valley YMCA, 2000 Frost Valley Road, Claryville, NY 12725-9600.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Civil Liberties, *Conservation (Environment), Cultural Awareness, Economics, Elementary Secondary Education, *Environmental Education, *Global Approach, History, Interdisciplinary Approach, Literature, *Outdoor Education, *Sustainable Development, Technology

This curriculum guide is an attempt to tackle difficult environmental issues through familiar and realistic outdoor teaching formulas. It presents activities that combine experience-based techniques with complex global issues and involves a step-by-step process that an instructor may walk through in order to find the location in their curriculum into which they may incorporate these unique teachable moments. Section One, Cultural Awareness, contains a variety of activities that encourage students to explore some of the customs, histories, economies, governments, literature, and games of people around the world. Section Two, Development Education, includes a variety of activities that encourage students to explore some of the topics and issues involved in the development of countries and the environmental, human, economic, and technological dimensions of growing societies around the world. Contains a list of resources. (JRH)

ED 401 137 SE 059 209

Matthews, Robert W. And Others
WOWBugs: New Life for Life Science.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-1-888499-06-0

Pub Date—Oct 96

Contract—ES1-9353040

Note—326p.; WOWBugs is a registered trademark. Available from—Riverview Press LLC, P.O. Box 5955, Athens, GA 30604-5955 (\$19.95).

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Biological Sciences, Biology, *Entomology, *Inquiry, Intermediate Grades, *Investigations, *Science Activities, Science Experiments, Science Process Skills, Scientific Concepts, Secondary Education

This book of life science activities introduces a new experimental animal—the WOWBug, "Melitobia digitata"—that is commonly found in nature but has never before been used in the precollege classroom. It includes 20 activities and experiments for grades 5-12, that cover topics from basic orientation to ecological interactions, from physical science relationships and muscle power to the effects

of diet on development. Investigations range from those that take only a small part of a regular class period to long-range studies that require several weeks to complete. The activities included focus on concepts developed by students through dynamic, inquiry-centered investigations rather than on the terminology embedded in a rhetoric of conclusions. Chapters include: (1) "WOWBugs and the Life Science Curriculum"; (2) "Observing Animal Behavior"; (3) "Structure and Function in Living Systems"; (4) "Change and Constancy: Growth and Development"; (5) "Sensory Responses: Experimental Design and Control of Variables"; (6) "Populations and Communities: The Interdependence of Organisms"; (7) "WOWBug and Mud Dauber Biology"; (8) "Teaching Aids"; and (9) "The Georgia WOWBugs Project." (JRH)

ED 401 138 SE 059 210

Herron, J. Dudley
The Chemistry Classroom: Formulas for Successful Teaching.

American Chemical Society, Washington, D.C.

Report No.—ISBN-0-8412-3299-7

Pub Date—96

Note—338p.

Available from—American Chemical Society, Product Services Office, 1155 16th Street N.W., Washington, DC 20036 (cloth: ISBN-0-8412-3298-8; paperback: ISBN-0-8412-3299-7).

Pub Type—Information Analyses (070)—Opinion Papers (120)—Reference Materials (130)

Document Not Available from EDRS.

Descriptors—*Chemistry, Cognitive Development, *Educational Strategies, Higher Education, *Intellectual Development, Language, *Learning Strategies, Problem Solving, *Science Instruction, *Scientific Concepts, Secondary Education, Thinking Skills

Many chemists want to be effective teachers but have little background in psychology or education on which to build successful practices. The primary audience for this book is chemistry teachers at the secondary and tertiary levels, and its purpose is to encourage readers to construct a new understanding of how their students learn. This book is not a review of research on teaching chemistry, but it synthesizes and summarizes a great deal of research that comes from literature that is not commonly read by science educators. Chapters include: (1) "The People"; (2) "A Framework for Discussion"; (3) "Eternal Verities"; (4) "Intelligence"; (5) "How We Learn"; (6) "Implications for Teaching"; (7) "Problem Solving"; (8) "Teaching Problem Solving"; (9) "Concept Learning"; (10) "Analyzing Concepts to Clarify Their Meaning"; (11) "Difficulties in Teaching Concepts"; (12) "Relationships among Concepts: Propositions, Principles, and Rules"; (13) "The Role of Language in Teaching Chemistry"; (14) "Generalized Intellectual Skills"; (15) "Scientific Reasoning"; (16) "Teaching Generalized Intellectual Skills"; (17) "Values in Science Teaching"; (18) "Motivation and Chemistry Teaching"; and (19) "Promoting Task Involvement and Intrinsic Motivation." Appendices include concept analyses for mib, concept, atom, element, mole, mixture, weight, mass, chemical symbol, and melting; selected Piagetian tasks; recent research on Piaget's Stage Theory; and books related to intellectual development. Contains 390 references. (JRH)

ED 401 139 SE 059 211

Ealy, Julie B. Ealy, James L., Jr.
Visualizing Chemistry: Investigations for Teachers.

American Chemical Society, Washington, D.C.

Report No.—ISBN-0-8412-2919-8

Pub Date—95

Note—434p.

Available from—American Chemical Society, Product Services Office, 1155 16th Street NW, Washington, DC 20036.

Pub Type—Guides—Classroom—Teacher (052)

Document Not Available from EDRS.

Descriptors—*Chemical Reactions, *Chemistry, Demonstrations (Science), Electrochemistry, *Investigations, Oxidation, Safety, *Science Experiments, Secondary Education

This book contains 101 investigations for chemistry classrooms. Topics include: (1) Physical Properties; (2) Reactions of Some Elements; (3) Reactions Involving Gases; (4) Energy Changes; (5) Solutions and Solubility; (6) Transition Metals and Complex Ions; (7) Kinetics and Equilibrium; (8) Acids and Bases; (9) Oxidation-Reduction; (10) Electrochemistry; (11) Synthesis; and (12) Organic and Biologi-

cal Reactions. Appendices include safety and disposal, properties and preparation of laboratory acids and bases, light and color, and table of elements. (JRH)

ED 401 140 SE 059 212

Flint, Amy Seely. Karlsson, Mary Riordan.
Math Standards in Action: Professional's Guide.
Report No.—ISBN-1-55734-886-3
Pub Date—96
Note—76p.

Available from—Teacher Created Materials, 6421 Industry Way, Westminster, CA 92683.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Academic Standards, *Educational Assessment, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Instruction, Numeracy, Performance, *Portfolio Assessment, Portfolios (Background Materials), Relevance (Education), *Science Instruction Identifiers—National Council of Teachers of Mathematics

This guide discusses possibilities for implementing a mathematically powerful program in the classroom. The chapters highlight such issues as a constructivist perspective on learning, National Council of Teachers of Mathematics goals and curriculum standards, the classroom climate, integrated learning, and alternative assessment procedures. Examples are provided throughout each chapter to support the ideas and concepts of an empowering mathematics program. Within a mathematically powerful program students are encouraged to view mathematics as a process with many different pathways to understanding. Sample forms are also included to help teachers begin thinking about ways in which mathematical literacy may be developed in a classroom setting. Contains 87 references. (DDR)

ED 401 141 SE 059 213

Barker, Patricia L. And Others.
Learning Standards for Mathematics, Science, and Technology. Revised Edition.

New York State Education Dept., Albany.
Pub Date—Mar 96
Note—107p.

Pub Type—Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Standards, *Educational Assessment, Elementary Secondary Education, Evaluation Criteria, *Mathematics Instruction, Performance, *Portfolio Assessment, Portfolios (Background Materials), Science and Society, *Science Instruction, State Departments of Education, *State Standards, Technology Education Identifiers—*New York

This document presents the framework of standards in New York state for mathematics, science, and technology at elementary, intermediate, and commencement levels. This revised edition incorporates changes to the content standards and performance indicators based on extensive review by the public. As educational practice improves, these standards will continually be revised. New in this edition are samples of student work, along with teachers' comments on the work. The examples are intended to provide some ideas of tasks that support attainment of the performance standards. The seven standards are related to the following: understanding mathematical analysis, scientific inquiry, and engineering design; utilization of information systems; competence in applying mathematics in real-world settings; understanding and applying scientific concepts that pertain to the physical setting and living environment; competence in applying technical knowledge and skills to satisfy human and environmental needs; understanding the interconnectedness of mathematics, science, and technology; and the ability to apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems by making informed decisions. Samples of student work are included in order to foster dialogue about defining performance standards. (DDR)

ED 401 142 SE 059 217

Yablun, Ronn.
How To Develop Your Child's Gifts and Talents in Math.

Report No.—ISBN-1-56565-338-6
Pub Date—95
Note—162p.

Available from—Lowell House, 2020 Avenue of the Stars, Suite 300, Los Angeles, CA 90067 (\$12.95; \$18.95 Canada).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Elementary Education, Gifted, *Manipulative Materials, *Mathematics Instruction, Mathematics Skills, *Parent Child Relationship, *Parents as Teachers, Relevance (Education), Talent

The purpose of this book is to provide a framework for parents to use in tutoring their children in mathematics. Among the suggestions to parents are to be patient, employ a variety of strategies, break up learning into blocks of time, and integrate learning into everyday life so that realistic connections between academic concepts and the real world can be made. Throughout the book ideas for making these connections in meaningful ways are provided. The 12 chapters include: (1) Getting Familiar with Numbers; (2) Learning To Add and Subtract; (3) Learning To Multiply; (4) Learning To Divide; (5) Money, Money, Money; (6) A Matter of Time; (7) Month by Month; (8) Introduction To Decimals; (9) Introduction To Fractions; (10) Introduction To Problem Solving; (11) Challenges; and (12) Puzzles and Games. The appendices include instructions and reproducible patterns for making manipulatives for teaching about shapes and sizes, decimals, fractions, money, and time. An answer key is also provided for the student exercises found in each chapter. (DDR)

ED 401 143 SE 059 219

VanCleave, Janice.
Janice VanCleave's Electricity: Mind-Boggling Experiments You Can Turn into Science Fair Projects.

Report No.—ISBN-0-471-31010-7

Pub Date—94

Note—89p.

Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10158-0012.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Electric Batteries, *Electric Circuits, *Electricity, Elementary Secondary Education, Magnets, *Science Experiments, *Science Fairs, Student Projects

This book is designed to provide guidance and ideas for science projects to help students learn more about science as they search for answers to specific problems. The 20 topics on electricity in this book suggest many possible problems to solve. Each topic has one detailed experiment followed by a section that provides additional questions about the problem presented in the experiment. Topics include: how matter becomes electrically charged, how electricity produces movement, static electricity, lamps and lighting, charging materials, voltage, flow of electricity, electrical conductors, batteries, movement of current, flashlights, series circuits, parallel circuits, resistance, fuses, magnetism, effect of electric current on a compass, and magnets and electric currents. (JRH)

ED 401 144 SE 059 220

VanCleave, Janice.
Janice VanCleave's the Human Body for Every Kid: Easy Activities That Make Learning Science Fun.

Report No.—ISBN-0-471-02408-2

Pub Date—95

Note—223p.

Available from—John Wiley and Sons, Inc., 605 Third Avenue, New York, NY 10158-0012 (cloth: ISBN-0-471-02413-9; paperback: ISBN-0-471-02408-2).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Anatomy, Biology, Elementary Education, *Science Activities, *Science Experiments, Scientific Concepts

This book provides fun experiments that teach known concepts about the human body. It is designed to teach facts, concepts, and problem-solving strategies. The scientific concepts presented can be applied to many similar situations, and the exercises and activities were selected for their ability to be explained in basic terms with little complexity. Each chapter contains a definition and explanation of facts that children need to understand, exercises to help them apply the facts they have learned, a project related to the facts represented, and solu-

tions to exercises with a step-by-step explanation of the thought processes. Topics include: parts and functions of living cells; how materials enter and exit a cell; parts of the brain and their jobs; functioning of the human body; maintaining balance; monitoring temperature; automatic response to stimulus; function of skin; sensory receptors; hair and nails; working of eyes; smell; taste; hearing; sensing movement; breathing; lungs; movement of blood; heart; digestive system; bones; muscles; birth; and heredity. (JRH)

ED 401 145 SE 059 249

Secada, Walter G. And Others

Intellectual Content of Reformed Classrooms.

National Center for Research in Mathematical Sciences Education, Madison, WI.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—95

Note—9p.

Available from—National Center for Research in Mathematical Sciences Education, 1025 W. Johnson Street, Madison, WI 53706.

Journal Cit—National Center for Research in Mathematical Sciences Education Newsletter; v4 n1 p3-8 Win 1995

Pub Type—Reports - Research (143) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Concept Formation, Discourse Modes, Educational Improvement, Interdisciplinary Approach, Interviews, *Lesson Observation Criteria, *Observation, *Research Methodology, *Verbal Communication

Seventeen schools are part of a National Center for Research in Mathematical Sciences Education (NCRMSE) study of school-level reform that focuses on the intellectual content of instruction. The schools are involved in substantive efforts to reform school mathematics and were selected on the basis of survey data. A description of the scales developed to document classroom observations made by researchers, a vignette taken from observations of an exemplary grade-4 mathematics class, and an analysis of the vignette developed using the scales are provided. The observation scales have specific coding criteria and are either numeric or descriptive. Scales are described that help observers note the mathematical content of lessons, the classroom use of mathematical analysis, depth of knowledge and student understanding, mathematical connections, value beyond the class, mathematical discourse and communication, and locus of mathematical authority. (DDR)

ED 401 146 SE 059 261

Mathematics and Science Education around the World: What Can We Learn?

National Academy of Sciences - National Research Council, Washington, DC. Mathematical Sciences Education Board.

Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—96

Note—9p.

Available from—National Research Council, Mathematical Sciences Education Board, Center for Science, Mathematics, and Engineering Education, 2101 Constitution Avenue NW (HA 450), Washington, DC 20418.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Core Curriculum, *Educational Improvement, Elementary Secondary Education, *Foreign Countries, *Mathematics Education, Mathematics Tests, *National Curriculum, Research Methodology, *Science Education, Science Tests

A recently completed landmark study of mathematics and science education in more than 40 countries gathered information that can help address questions about why students in one country do better than students in another. Results from the Third International Mathematics and Science Study (TIMSS) will be released beginning in the fall of 1996 through the spring of 1998. This brochure outlines what such international studies can help us learn, how this study was conducted, and what the United States and other countries might be able to glean from TIMSS. A timeline for the release of the TIMSS data and directions about whom to contact for further information is included. The ideas of intended and implemented curricula are discussed, and a number of related questions that TIMSS may answer are listed. (DDR)

ED 401 147 SE 059 265

Mayfield, Karen Whitlow, Robert
EQUALS Investigations: Flea-Sized Surgeons.
 California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-912511-25-7

Pub Date—94

Contract—MDR-8850720

Note—124p.

Available from—EQUALS, University of California, Lawrence Hall of Science, Berkeley, CA 94720.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Area, Females, Interdisciplinary Approach, Intermediate Grades, *Investigations, Junior High Schools, *Mathematical Concepts, *Mathematics Instruction, Middle Schools, *Minority Groups, Problem Solving, *Sex Differences, Teacher Education, Volume (Mathematics), Weight (Mass)

Identifiers—Gender Issues

EQUALS is a teacher education program that helps elementary and secondary educators acquire methods and materials to attract minority and female students to mathematics. It supports a problem-solving approach to mathematics which has students working in groups, uses active assessment methods, and incorporates a broad mathematics curriculum presented in a variety of contexts. This document is one of a set of five Investigations Units and provides an opportunity for middle school students to acquire some understanding of mathematical concepts related to scale, surface area, volume, and weight. Investigations include: (1) Flea-sized Surgeons Skit; (2) Weight and Surface Area; (3) Surface Area and Volume; (4) Scaling Up To Double Size; (5) Scaling Up Beyond Double Size; (6) Non-Integer Volume and Area; (7) Non-Integer Scale Factors; (8) Shrinking a Real Animal; and (9) Sharing Projects Seminar. Also included are Spanish translations of selected student worksheets and a list of resources. (JRH)

ED 401 148 SE 059 267

Mayfield, Karen Whitlow, Robert
EQUALS Investigations: Remote Rulers.
 California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-912511-58-3

Pub Date—94

Contract—MDR-8850720

Note—118p.

Available from—EQUALS, University of California, Lawrence Hall of Science, Berkeley, CA 94720.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Algebra, Data Processing, Females, Geometry, *Investigations, Junior High Schools, *Mathematical Concepts, Measurement, Middle Schools, *Minority Groups, Problem Solving, *Sex Differences, Teacher Education

Identifiers—Gender Issues

EQUALS is a teacher education program that helps elementary and secondary educators acquire methods and materials to attract minority and female students to mathematics. It supports a problem-solving approach to mathematics which has students working in groups, uses active assessment methods, and incorporates a broad mathematics curriculum presented in a variety of contexts. This document is one of a set of five Investigations Units and provides 7-8 graders with their first experiences with the links between algebraic formulas, geometric patterns, and data from measurements. In Remote Rulers students measure the apparent size and the actual sizes of an object as the distance from the object is varied. They plot these measurements on scatter diagrams, noting the resulting patterns of lines or curves, and explore graphs that represent algebraic relationships among coordinates, constant product, and constant ratio. Investigations sessions include: (1) Making Real People Smaller Than Your Thumb; (2) Measuring with Rulers at Arm's Length; (3) Group Investigation: Scatter Diagrams for the Algebraic Family $XY = K$; (4) Perspective Drawing Scatter Diagrams; (5) Group Investigation: Scatter Diagrams for the Algebraic Family $Y/X = K$; (6) Converting Pace and Stride Into Meters; (7) "How Far Is That Meter Stick?" Team Field Trials; (8)

Motion and Perspectives; and (9) Sharing the Individual Projects. Also included are Spanish translations of selected student worksheets and a list of resources. (JRH)

ED 401 149 SE 059 268

Mayfield, Karen Whitlow, Robert
EQUALS Investigations: Telling Someone Where To Go.

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-912511-59-1

Pub Date—94

Contract—MDR-8850720

Note—124p.

Available from—EQUALS, University of California, Lawrence Hall of Science, Berkeley, CA 94720.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, Females, Interdisciplinary Approach, *Investigations, *Mathematical Concepts, Measurement, Minority Groups, *Navigation, Problem Solving, Scaling, Sex Differences, Teacher Education

EQUALS is a teacher education program that helps elementary and secondary educators acquire methods and materials to attract minority and female students to mathematics. It supports a problem-solving approach to mathematics which has students working in groups, uses active assessment methods, and incorporates a broad mathematics curriculum presented in a variety of contexts. This document is one of a set of five Investigations Units and focuses on the mathematics of navigation in the spirit of the wilderness sport of orienteering. In this unit students will be challenged to give clear written and oral directional instructions; create and follow orienteering paths using angle-meters, paces, and meter-cords; draw scale maps of paths using protractors and rulers; and investigate what happens to paths when distances are scaled up or down by multiplying and by adding. Investigations sessions include: (1) Walking Paths with the Angle-meter; (2) Precision Orienteering with a Meter-cord; (3) Orienteering on Paper with Protractors; (4) Angle Check; (5) Navigating in the Dark; (6) Changes in Paths Resulting from Changes in Length; (7) Group Research Project: What Happens to Paths When Lengths Are Changed?; (8) Faculty Measuring Tools; and (9) Sharing Individual Projects. Also included are Spanish translations of selected student worksheets and a list of resources. (JRH)

ED 401 150 SE 059 269

Mayfield, Karen Whitlow, Robert
EQUALS Investigations: Growth Patterns.
 California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Arlington, VA.

Report No.—ISBN-0-912511-57-5

Pub Date—94

Contract—MDR-8850720

Note—138p.

Available from—EQUALS, University of California, Lawrence Hall of Science, Berkeley, CA 94720.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Class Activities, Cooperative Learning, Elementary Secondary Education, *Females, Interdisciplinary Approach, *Investigations, *Mathematical Concepts, *Mathematics Skills, *Minority Groups, Sex Differences, Student Projects

Identifiers—Gender Issues

EQUALS is a teacher education program that helps elementary and secondary educators acquire methods and materials to attract minority and female students to mathematics. The EQUALS program supports a problem-solving approach to mathematics which has students working in groups, uses active assessment methods, and incorporates a broad mathematics curriculum presented in a variety of contexts. This unit is one of a set of five Investigations Units that are designed to give students sustained work which involves higher levels of thinking, planning their own strategies, and communicating their ideas. The unit overview presents some helpful ideas about groupwork, language issues, assessment, grades, manipulatives, and calculators. Investigations sessions include: (1) How Long Are Size 18s?; (2) Finding the Growth Factor:

Growth Sequences with a Calculator; (3) Scaling Up the Human Body: Adding vs. Multiplying, Distortion vs. Proportion; (4) Shrinking; (5) Infinite Sequences of Similar Trapezoids; (6) Tripling a Tree's Height in Four Years; and (7) Growing in One Step and Extending Linear and Exponential Growth. The section on Projects includes a group project on predicting world population, individual project options, and individual projects. Blackline masters, Spanish translations of selected student worksheets, and references are also included. (JRH)

ED 401 151 SE 059 272

Holley, Dennis

Sciencewise: Discovering Scientific Process through

Problem Solving, Book 1.

Report No.—ISBN-0-89455-647-9

Pub Date—96

Note—184p.; For Book 2, see SE 059 273.

Available from—Critical Thinking Books and Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Thinking, *Demonstrations (Science), Elementary Secondary Education, *Problem Solving, *Science Activities, *Science Process Skills, Scientific Concepts

This book of activities uses problem solving to help students develop the basic science process skills of observing, predicting, designing/experimenting, eliminating, and drawing conclusions. The activities are divided into two sections: Dynamo Demos and Creative Challenges. The teacher-led Dynamo Demos help students to develop science process skills in addition to developing their problem solving and creative/critical thinking skills. Using guided questions and the necessary manipulation of apparatus and equipment, the teacher can help the students understand the problem, make accurate observations and reasonable predictions, and arrive at a conclusion or an answer to the problem. While specific scientific principles and concepts are demonstrated in these activities, the primary focus is on actively involving students in the scientific process and developing problem solving and creative/critical thinking skills. The student-centered Creative Challenges help students develop their creative/critical thinking, problem-solving, and "inventioning" skills. In these activities, the teacher presents the problem then functions merely as a technical advisor while students design and develop a solution to the problem. (JRH)

ED 401 152 SE 059 273

Holley, Dennis

Sciencewise: Discovering Scientific Process

through Problem Solving, Book 2.

Report No.—ISBN-0-89455-648-7

Pub Date—96

Note—176p.; For Book 1, see SE 059 272.

Available from—Critical Thinking Books and Software, P.O. Box 448, Pacific Grove, CA 93950-0448.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Thinking, *Demonstrations (Science), Elementary Secondary Education, *Problem Solving, *Science Activities, *Science Process Skills, Scientific Concepts

This book of activities uses problem solving to help students develop the basic science process skills of observing, predicting, designing/experimenting, eliminating, and drawing conclusions. The activities are divided into two sections: Dynamo Demos and Creative Challenges. The teacher-led Dynamo Demos help students to develop science process skills in addition to developing their problem-solving and creative/critical thinking skills. Using guided questions and the necessary manipulation of apparatus and equipment, the teacher can help the students understand the problem, make accurate observations and reasonable predictions, and arrive at a conclusion or an answer to the problem. While specific scientific principles and concepts are demonstrated in these activities, the primary focus is on actively involving students in the scientific process and developing problem solving and creative/critical thinking skills. The student-centered Creative Challenges help students develop their creative/critical thinking, problem-solving, and "inventioning" skills. In these activities, the teacher presents the problem then functions merely as a technical advisor while students

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design and develop a solution to the problem. (JRH)

ED 401 153 SE 059 276

Jurenska, Nancy Allen. *Bloss, Rosanne J. Cultivating a Child's Imagination through Gardening.*

Report No.—ISBN-1-56308-452-X

Pub Date—96

Note—143p.

Available from—Teacher Ideas Press, Division of Libraries Unlimited, Inc., P.O. Box 6633, Englewood, CO 80155-6633.

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Children's Literature, Elementary Education, Grounds Keepers, *Imagination, Lesson Plans, *Plants (Botany), Problem Solving Identifiers—*Gardening, Gardens

This companion book to *Beyond the Bean Seed: Gardening Activities for Grades K-6* uses children's literature related to gardening, gardeners, designing gardens, multicultural literature, ecology, the environment, and the impact of plants on world economies and politics, to connect gardening in all its aspects to creativity, problem solving, imagination, and literacy. It provides garden-based experiences and literacy events designed to engage children in authentic relationships with the natural environment, adults, and peers. This book is composed of teaching ideas and suggestions for books related to gardening, creativity, and literacy activities. In Chapters 1 and 2 children are encouraged to use their imaginations as they dream of a variety of gardens and use various elements of garden design such as color, line, form, as well as fragrance and texture in order to translate their dreams into actual gardens. In chapters 3 and 4 children are encouraged to imagine and create specialized gardens, many with a particular purpose or theme. In chapters 5 and 6 children are encouraged to think globally as they study how plants and horticultural practices influence politics, economics, and the environment. Chapter 7 introduces gardening readers to the beautiful legends, folk tales, and myths created around plants while chapters 8 and 9 are about gardeners in fiction and in real life. (JRH)

ED 401 154 SE 059 280

Hammrich, Penny L.

Learning To Teach: Teaching Assistants' Conceptions Change about Science Teaching.

Pub Date—Apr 94

Note—25p.; Paper presented at the National Conference on College Teaching and Learning (5th, Jacksonville, FL, April, 1994).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, *Educational Strategies, Higher Education, *Knowledge Base for Teaching, *Science Instruction, Science Laboratories, *Teacher Attitudes, *Teaching Assistants, Teaching Methods

The purpose of this study was to examine teaching assistants' conceptions of the nature of teaching after they were taught a pedagogical strategy directly related to their subject matter. Four teaching assistants who taught the Biology 1201 laboratories at the University of Minnesota participated in this study which included participating in 16 hours of pre-quarter instruction and weekly 3-hour pre-laboratory instruction, and teaching a total of 10 laboratories. Their conceptions of the nature of teaching were examined using the Nature of Teaching Questionnaire and three interviews, before, during, and after the instruction and teaching the laboratories. Before the quarter, most of the teaching assistants had either subject matter knowledge and/or pedagogical knowledge conceptions of the nature of teaching. The comparison between pre- and post-experience conceptions revealed that their conceptions of the nature of teaching changed dramatically after participating in the instruction and teaching the laboratories toward a pedagogical subject matter knowledge conception. The post evaluation revealed that they showed a consistent relationship toward the use of pedagogical subject matter knowledge in the areas of assessment of student understanding and evaluation of instruction. Appendices include questionnaire and interview questions. Contains 24 references. (Author/JRH)

ED 401 155 SE 059 281

Hammrich, Penny L.

Biology Graduate Teaching Assistant's Conceptions about the Nature of Teaching.

Pub Date—[96]

Note—15p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Biology, Educational Strategies, Higher Education, *Knowledge Base for Teaching, *Science Instruction, Teacher Attitudes, *Teaching Assistants, Teaching Methods Identifiers—*Pedagogical Content Knowledge

This article describes a strategy for instructing graduate teaching assistants and presents results on how the program influenced their conceptions of teaching science. The discipline-specific seminar was designed to help teaching assistants learn how to effectively communicate biology content to undergraduate students, and aimed at increasing teaching assistants' awareness of discipline-specific teaching strategies. Topics included the current state of undergraduate teaching and learning, alternative strategies, students' conceptions, specific teaching strategies related to biology topics, and innovative approaches. An open-ended questionnaire was used to explore how graduate students define the teaching of science. Results indicated that after the seminar graduate teaching assistants changed their conceptions of good science teaching to include knowing pedagogical strategies. Results also indicate that as a result of the seminar the teaching assistants recognized that (1) conceptual understanding is the basis of learning, (2) learning is more of constructing individual understanding and their role should be to facilitate, (3) planning is much more than reviewing the material, it is necessary to understand pedagogical strategies to help students understand the material, and (4) learning is an active process of constructing knowledge. (JRH)

ED 401 156 SE 059 282

Hammrich, Penny L.

The Resilience of Girls in Science: A Framework. Spons Agency—National Science Foundation, Arlington, VA.

Pub Date—[96]

Contract—NSF-9553426

Note—22p.

Pub Type—Information Analyses (070) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Theories, Elementary Secondary Education, Higher Education, *Science Education, *Sex Differences Identifiers—*Gender Issues

This framework provides an overview of the emerging literature on the gender gap in science. It seeks to contribute to the growing body of research emphasizing factors that have been shown to enhance women's ways of knowing; thereby transcending gender stereotypes in science. The theoretical and research bases of gender issues in science are outlined and a framework for analyzing research findings within the contexts of individual, community, family, and school is presented. Implications for improvement of educational practice and policy development are drawn and collaborative roles for educators, parents, schools, and community members are suggested. Contains 88 references. (Author)

ED 401 157 SE 059 291

Edwards, Ronald

Operation Magic Tricks.

Report No.—ISBN-0-89455-632-0

Pub Date—95

Note—117p.

Available from—Critical Thinking Press and Software, P.O. Box 448, Pacific Grove, CA 93950-0448; phone: 800-458-4849; fax: 408-393-3277.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Skills, Critical Thinking, *Discovery Learning, *Elementary Education, Inquiry, *Learner Controlled Instruction, Mathematics Curriculum, Mathematics Instruction, *Problem Solving

Identifiers—*Magic

This resource book contains 18 magic number tricks that spark the interest and imagination of students as they are led through a variety of mathematical computations and discoveries. Following each activity, students are asked to write about their discoveries and create their own magic tricks. A matrix of skills for all the activities and lists of the materials required for each are included. Each activity has four sections: (1) Performing the Trick, (2) Why the

Trick Works, (3) Activity Pages, and (4) Using the Trick. The emphases in these activities are on student discovery, critical thinking, verbal and written communications, and creativity. The tricks work well in whole class or small group situations. (DDR)

ED 401 158 SE 059 304

Brumbaugh, Linda

Scratch Your Brain Where It Itches: Math Games,

Tricks and Quick Activities, Book A-1.

Report No.—ISBN-0-89455-522-7

Pub Date—94

Note—50p.; For other books in this series, see SE 059 305-306.

Available from—Critical Thinking Press and Software, P.O. Box 448, Pacific Grove, CA 93950-0448; phone: 800-458-4849; fax: 408-372-3230.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Thinking, *Educational Games, Elementary Education, *Learning Activities, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, *Problem Solving

This resource book contains mathematical games, tricks, and quick activities for the classroom. Categories include place value, number lines, basic facts and computation, computation and calculator practice, puzzles for tricky thinkers, and geometry. Ten classroom games and activities are found in the place value and number line sections, 27 problems in the basic facts, computation, and calculator sections, and 17 puzzles and six geometry tricks and activities are also provided. A key to each of the 60 activities, games, and tricks is included. (DDR)

ED 401 159 SE 059 305

Brumbaugh, Linda

Scratch Your Brain Where It Itches: Math Games,

Tricks and Quick Activities, Book B-1.

Report No.—ISBN-0-89455-523-5

Pub Date—94

Note—57p.; For other books in this series, see SE 059 304-306.

Available from—Critical Thinking Press and Software, P.O. Box 448, Pacific Grove, CA 93950-0448; phone: 800-458-4849; fax: 408-393-3277.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Thinking, *Educational Games, Elementary Secondary Education, *Learning Activities, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, *Problem Solving

This resource book contains mathematical games, tricks, and quick activities for the classroom. Categories include computation and calculator practice, manipulative challenges, puzzles, picky puzzles, patterns, measurement, money, time tricks, calendar quips, crazy computing, and riddles. Twenty-nine games, tricks, and activities are found in the computation and calculator practice section along with 6 manipulative challenges, and 37 puzzles in the two puzzle sections. The book presents 10 ideas on measurement and money, 7 pattern problems, 14 riddles, 12 time tricks and calendar quips, and 7 crazy computing activities. A key to each of the 122 activities, games, and tricks is included. (DDR)

ED 401 160 SE 059 306

Brumbaugh, Doug

Scratch Your Brain Where It Itches: Math Games,

Tricks and Quick Activities, Book C-1.

Report No.—ISBN-0-89455-524-3

Pub Date—94

Note—46p.; For other books in this series, see SE 059 304-305.

Available from—Critical Thinking Press and Software, P.O. Box 448, Pacific Grove, CA 93950-0448; phone: 800-458-4849; fax: 408-372-3230.

Pub Type—Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Critical Thinking, *Educational Games, Elementary Secondary Education, *Learning Activities, Mathematical Applications, Mathematics Curriculum, *Mathematics Instruction, *Problem Solving

This resource book contains mathematical games, tricks, and quick activities for the classroom. Categories include computation and calculator practice, manipulative challenges, puzzles, picky puzzles, patterns, measurement, money, time tricks, calendar quips, crazy computing, and riddles. Twenty-nine games, tricks, and activities are found in the computation and calculator practice section along with 6 manipulative challenges, and 37 puzzles in the two puzzle sections. The book presents 10 ideas on measurement and money, 7 pattern problems, 14 riddles, 12 time tricks and calendar quips, and 7 crazy computing activities. A key to each of the 122 activities, games, and tricks is included. (DDR)

gories of activities include computation, manipulative challenges, puzzles, picky puzzles, patterns, measurement, money, and riddles. The computation section contains 13 classroom games and activities along with 4 manipulative challenges. Twenty-six puzzles are provided in the two puzzle sections. The book presents 10 ideas on measurement and money, 11 pattern problems, and 5 riddles. A key to each of the 69 activities, games, and tricks is included. (DDR)

SO

ED 401 161 SO 025 126

Goodwin, Crawford D. Nacht, Michael
Talking to Themselves: The Search for Rights and Responsibilities of the Press and Mass Media in Four Latin American Nations. IIE Research Report Number Twenty-Six.

Institute of International Education, New York, N.Y.

Spons Agency—Ford Foundation, New York, N.Y. Report No.—ISBN-087206-221-X

Pub Date—95

Note—119p.

Available from—Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage. PC Not Available from EDRS.

Descriptors—Area Studies, Civil Liberties, *Democratic Values, Foreign Countries, *Freedom of Information, *Freedom of Speech, Higher Education, *Journalism, *Latin American History, Mass Media, Press Opinion

Identifiers—Argentina, Brazil, Chile, Mexico

This research report assesses the state of the press and the needs for journalism training in Argentina, Brazil, Chile, and Mexico. It is based upon discussions in these countries during 1992 and 1993 with reporters, editors, publishers, broadcasters, broadcast owners, government officials, business people, and scholars. Separate chapters provide brief surveys of the recent history and current conditions of the media in each of the countries. A summary chapter examines issues that are significant across all four countries. These include: (1) the relationship between government and the media; (2) economics and the media; (3) the role of investigative reporting; (4) coverage of critical policy decisions; and (5) the profession of journalism. The report reviews programs based in the United States that provide training and assistance to the Latin American media and makes suggestions for improving these programs. (LH)

ED 401 162 SO 025 615

Morris, Christine Marie
Roots, Branches, Blossoms, and Briars: Cultural Colonialism of the Mountain Arts in West Virginia.

Pub Date—May 95

Note—190p.; Ph.D Thesis, Pennsylvania State University.

Pub Type—Dissertations/Theses - Doctoral Dissertations (041) — Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Administrator Attitudes, Administrator Role, Aesthetic Values, Art, *Artists, *Colonialism, Community Education, Community Resources, Community Role, Cultural Context, Cultural Differences, Cultural Images, Cultural Maintenance, Cultural Pluralism, *Folk Culture, *Intellectual Property, Museums, *Stereotypes, Traditionalism

Identifiers—Appalachia, *Appalachian Culture, Appalachian People, Folk Art, Folk Music, Interpretation (Environmental), *West Virginia

This ethnographic study examines the process of cultural colonialism and the effects of cultural colonialist institutions in West Virginia on the mountain culture arts and artists. Interviews, observations, written material, and video recordings were used to substantiate interviews with artists and institutional administrators. Interpretation of local art forms by outsiders and issues of understanding, presentation, and stereotyping of local culture and artists were examined. Conflict and contradiction was found. The concluding chapter looks at the decolonialization process undertaken by participating artists. (NP)

ED 401 163

Feinstein, Sherry Wood, Robert W.
History of Law-Related Education.

Pub Date—[May 95]

Note—45p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Citizen Role, *Citizenship Education, Constitutional Law, Criminal Law, *Democratic Values, Elementary Secondary Education, *Law Related Education, Social Studies

Identifiers—*Bill of Rights, *Street Law, United States Constitution

This paper is a chronologically-organized narrative history of law-related education (LRE) in the United States. The paper begins by delineating the differences between LRE and citizenship education and describing the motivations for the creation of LRE programs in the early 1960s. Turning to the analysis of LRE, the paper argues that there have been three evolutionary time periods in the development of LRE. The three periods are 1962-68, 1968-78, and 1978 to the present. The three periods are distinguished by material content, instructional approaches, and patterns in funding. During the period 1962-68 the focus of LRE was the Bill of Rights. Current case studies were implemented as the primary instructional technique, an innovation from traditional textbook based education. During the second period, the emphasis in LRE shifted somewhat away from the Bill of Rights toward students' understanding the responsibilities of a citizen and knowledge of law in everyday life. Major content areas included conceptual law, street law, and community action. Funding for LRE during the second period came mostly from the federal government and legal organizations. Since 1978, the third period delineated, LRE has emphasized delinquency prevention, citizenship, and local community involvement. Teaching methods for LRE have shifted from a disciplines and electives approach to an infusion model. Contains 66 references. (LH)

ED 401 164

Holmes, Katherine E.
ERIC on CD-ROM as a Multicultural Research Tool for Off-Campus Students.

Pub Date—95

Note—16p.; Paper presented at the Annual Conference of Off-Campus Library Services (San Diego, CA, October 25-27, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indians, *Bibliographic Databases, Bibliographic Records, *Black Studies, Higher Education, *Multicultural Education, Social Science Research, *Women's Studies

Identifiers—ERIC

This paper examines ERIC from a multicultural perspective. The questions guiding the research include: (1) "How extensive is ERIC's coverage of multicultural issues? What are selection policies for 'Resources in Education' (RIE) and 'Current Index to Journals in Education' (CIJE), the two main components of the database?"; (2) "Are journals and documents in ERIC adequate to support the widening pool of multicultural teaching in our schools?"; (3) "What search skills do students need to retrieve multicultural materials through ERIC?"; and (4) "What additional questions should we be asking about access to multicultural information?" This bibliographic study was limited to women's studies, African-American studies, American Indian studies, and multicultural education. The paper reports a generally favorable representation of these groups in the database but expresses some concerns about the broader social issues suggested by the depth of coverage, or lack of, for certain groups. The document suggests additional databases and indexes in the chosen topic areas that could supplement the perceived shortcomings in the ERIC coverage for research. (EH)

ED 401 165

Byrd, Charlotte N.

The Story of Prince Rama (Adapted from the "Ramayana"): A Study Unit Grades 5-7. Fulbright-Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India. Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—95

Note—34p.

SO 026 017

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adolescent Literature, Ancient History, Area Studies, Asian History, *Classical Literature, Culture, Ethnic Studies, Folk Culture, Foreign Countries, Grade 5, Grade 6, Grade 7, Interdisciplinary Approach, Intermediate Grades, Junior High Schools, *Legends, *Non Western Civilization, Social Studies

Identifiers—Fulbright Hays Seminars Abroad Program, *India, *Ramayana

This activity unit tells the story of Prince Rama from the Hindu legend, "Ramayana." The story is retold in language appropriate to grades 5-7. Accompanying activities include: (1) "Reviewing Familiar Myths"; (2) "Developing Skills Through Literature", which includes activities on character and symbolism, values and themes, and protagonist vs. antagonist; and (3) "Developing Skills Through Theme Projects," including a project on "Bringing India to Life" and one called "Create a Comic Book Hero." (EH)

ED 401 166

Curnow, Richard T.

Curriculum Project on India. Fulbright Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India. Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—95

Note—62p.; Some photographs may not reproduce well.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Architecture, Area Studies, Asian Studies, *Cartoons, Cultural Awareness, Foreign Countries, Foreign Culture, *Indians, *Multicultural Education, Non Western Civilization, Secondary Education, *Social Problems, Social Studies

Identifiers—Fulbright Hays Seminars Abroad Program, *India

The two lesson plans presented here are designed to be used as teaching resources in presenting India to high school students. Lesson one focuses on "India and Cartoons" and uses contemporary Indian political and social cartoons for student analyses of social commentary. Lesson two examines "British Architecture during the Raj" with readings, photos, and films to supplement the study. (EH)

ED 401 167

Johnson, Norma L.

Curriculum Project: India. Fulbright Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India. Spons Agency—Center for International Education (ED), Washington, DC.

Pub Date—95

Note—22p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Asian Studies, Creative Art, Cultural Activities, *Cultural Background, *Cultural Education, Drama, Elementary Education, Folk Culture, Foreign Countries, *Indians, *Interdisciplinary Approach, Language Arts, Literature, Music, Non Western Civilization, *Social Studies

Identifiers—Fulbright Hays Seminars Abroad Program, *India

This elementary-level thematic unit on India was designed to serve as a stepping stone toward the goal of mutual respect among children of different backgrounds. This unit may take one to four weeks depending on the class time. To expand children's awareness of the Indian culture, many hands-on activities are included. This unit was developed with the idea of integrating all parts of the curriculum. Curriculum areas include the following: Foreign Language; Math; Language Arts; Drama; Music; Social Studies; Cooking; and Creative Arts. Another component to this unit encourages children in the classroom who are familiar with Indian culture to share their knowledge and insights and to invite their families to enrich the program. Community involvement from Indian stores and restaurants also can be solicited. Contains 10 references. (EH)

ED 401 168

MacIntyre, Carol S.

Animals in India: Folklore, Myth, and Religion. Fulbright Hays Summer Seminar Abroad 1995 (India).

SO 026 038

United States Educational Foundation in India.
Spons Agency—Center for International Education
(ED), Washington, DC.

Pub Date—95

Note—14p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Animals, Area Studies, Asian Studies, Beliefs, Cultural Activities, *Folk Culture, Foreign Countries, High Schools, *Indians, Legends, Literature, Mysticism, *Mythology, Non Western Civilization, *Religion, Social Studies, Symbols (Literary)

Identifiers—Fulbright Hays Seminars Abroad Program, *India

This six-week elective course in English for grades 10-12 is designed to acquaint students with the culture of India through the study of animals in Indian myth, folklore, and religion. Research skills, creative writing, group cooperation, and oral presentations are all integral parts of this course. Students must keep a course journal, research a chosen animal with a group, compile a bibliography, and plan an oral presentation for elementary school students. (EH)

ED 401 169

SO 026 039

Crouch, Patti

Understanding India and Her Ethos, "The Ramayana." Fulbright Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India.
Spons Agency—Center for International Education
(ED), Washington, DC.

Pub Date—Oct 95

Note—9p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Asian Studies, *Epics, Ethnic Groups, Foreign Countries, *Indians, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Legends, Middle Schools, Mythology, Non Western Civilization, Social Studies, *World Literature

Identifiers—Fulbright Hays Seminars Abroad Program, *India, Ramayana

This interdisciplinary unit focuses on the Indian epic, "The Ramayana," and explores Indian mythology, art forms, and storytelling methods. The unit is designed for middle school students but could be adapted to other levels. This unit could be incorporated with a study of India's land, history and geography. An overview of Indian mythology, how that mythology is transmitted, and a brief recount of the story of "The Ramayana" are included, with a project planning sheet for students. (EH)

ED 401 170

SO 026 040

Zawierucha, Christina F. M.

A Journey through India beyond the Textbook. Fulbright Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India.
Spons Agency—Center for International Education
(ED), Washington, DC.

Pub Date—Oct 95

Note—25p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Asian Studies, Cross Cultural Studies, Cultural Background, Cultural Education, Ethnic Groups, Foreign Countries, Foreign Culture, Global Education, *Indians, *Multicultural Education, Non Western Civilization, Secondary Education

Identifiers—Fulbright Hays Seminars Abroad Program, *India

This unit is designed to accompany a video presentation that focuses on India from the perspective of a participant in the Fulbright-Hays Seminar Abroad Program. This unit can be incorporated with a study of India's land, history, and geography. The text provides a narrative as students view contemporary pictures of India and is intended to enhance discussion and study of this major world area. (EH)

ED 401 171

SO 026 041

Myers, Barbara

Textile Arts of India, Curriculum Project. Fulbright Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India.
Spons Agency—Center for International Education
(ED), Washington, DC.

Pub Date—Nov 95

Note—45p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Area Studies, *Art, *Art Expression, *Asian Studies, Cultural Education, Culture, Elementary Education, Ethnic Groups, Foreign Countries, *Indians, *Interdisciplinary Approach, Non Western Civilization, *Social Studies, *Textiles Instruction, Values

Identifiers—Fulbright Hays Seminars Abroad Program, *India

This interdisciplinary unit focuses on five techniques found in the textile arts of India: tie-dye, embroidery, applique, block printing, and weaving. The unit is designed for students in third through sixth grades but could be adapted to other levels. This unit could be incorporated with a study of India's land, history, and geography. The textile overview provides a general context within which the textile projects can be presented. The unit is divided into six parts: (1) "Focus"; (2) "Textile Overview"; (3) "Curriculum Projects"; (4) "Reference List"; (5) "Appendices"; and (6) "Slides and Slide Identification" (the 34 slides described are not included with ERIC's copy). (EH)

ED 401 172

SO 026 043

Abrams, Jennifer

[Independent Curriculum Project - India.] Fulbright Hays Summer Seminar Abroad 1995 (India).

United States Educational Foundation in India.
Spons Agency—Center for International Education
(ED), Washington, DC.

Pub Date—95

Note—10p.

Pub Type—Guides - Classroom - Teacher (052) —

Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Asian Studies, *Cultural Awareness, Cultural Differences, Cultural Images, Ethnic Groups, Foreign Countries, Foreign Culture, *Indians, Interdisciplinary Approach, *Multicultural Education, Non Western Civilization, Secondary Education, Social Studies, *World Literature

Identifiers—Fulbright Hays Seminars Abroad Program, *India

This unit provides a bibliography and lesson ideas on Indian culture for integration into the literature curriculum. The bibliography includes essays, novels, short stories, poetry, and videos, many by Indian authors. The unit is designed for high school students but could be adapted to other levels. This unit could be incorporated with a study of India's land, history, and geography, or used with cultural comparisons. (EH)

ED 401 173

SO 026 069

Watrous, Rebecca And Others

Different Voices, Different Truths: The 1827 Murder at Cherry Hill, A Social History Teaching Unit.

Historic Cherry Hill Museum, NY.

Report No.—ISBN-0-943366-08-9

Pub Date—90

Note—303p.; Facsimiles of newspaper articles not available due to reproducibility problems.

Available from—Reading & O'Reilly, Inc., Box 302, 2 Kensett Avenue, Wilton, CT 06897 (\$45).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Citizenship Education, *Crime, Family History, Females, *Homicide, *Law Related Education, *Local History, *Primary Sources, Secondary Education, Social Environment, *Social History, Social Studies, Violence, Womens Studies

This unit contains primary documents and teaching activities related to an early 19th-century crime. The packet analyzes a murder that occurred at the Cherry Hill farm near Albany, New York, in 1827. The subsequent trial of the man and woman accused of the murder reveals much about the values and fabric of the society of the time. Elsie Whipple was tried and acquitted as an accomplice in the murder of her husband John, while her lover, Jesse Strang, was executed for the murder. Background information helps teachers use the sources and activities in the unit, with emphasis on three key documents: a pamphlet, "The Confession of Jesse Strang Made to C. Pepper, Esq., Albany, New York, August, 1827"; and two newspaper articles, "Jesse Strang's Trial, The Albany & Daily City Gazette, Albany, New York, August 4, 1827"; and "Elsie Whipple's Trial,

The Albany Argus & Daily City Gazette,, Albany, New York, August 6, 1827." Includes teaching guides, student handouts and activities, a glossary, and a list of suggested readings. (EH)

ED 401 174

SO 026 238

Valentine, Martha Croddy, Marshall, Ed.

Letters of Liberty, Teacher's Guide.

Constitutional Rights Foundation, Los Angeles, Calif.

Spons Agency—W. M. Keck Foundation, Los Angeles, CA.

Pub Date—88

Note—25p.; For a related document, see ED 293 743.

Available from—Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Constitutional History, *Critical Thinking, Instructional Materials, Law Related Education, *Primary Sources, *Resource Materials, Secondary Education, Social Studies, *United States History

Identifiers—*United States Constitution

Designed to help students understand the historical context of the primary and secondary materials by and about the framers of the United States Constitution presented in "Letters of Liberty," this teacher's guide provides directed discussions and activities for evaluating these materials. The guide also is intended to help students gain an understanding of the democratic process and to develop critical thinking skills. Each unit in the teacher's guide contains: (1) a description of the contents of the student text; (2) objectives for the unit; (3) reading review; (4) "You're the Historian"—use of original documents and primary source material in the unit (with discussion questions, activities, and modern applications); and (5) skill building intended to reinforce concepts introduced earlier using discussions and activities. (LH)

ED 401 175

SO 026 348

Phillips, Brenda

Women, Islam, and Pakistan: A Selected Annotated Bibliography. Fulbright-Hays Summer Seminar Abroad Project.

Center for International Education (ED), Washington, DC.

Pub Date—[94]

Note—16p.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Area Studies, Civil Rights, *Females, Foreign Countries, Higher Education, Multicultural Education, Non Western Civilization, Religion Studies, Role, *Sex Role, *Social Change, Social Environment, *Social Mobility, *Social Status, Social Structure, Social Values

Identifiers—Islam, Islamic Countries, *Muslims, *Pakistan

This bibliography features selected books, book chapters, research projects, and journal articles, published between 1953 and 1994, about the social, legal, economic, educational political, and professional position of Muslim Pakistani women. Sixteen of the references are annotated. An additional 41 bibliographic references to other materials, not annotated, are included. (LAP)

ED 401 176

SO 026 397

Schwick, Andy Otto, Nonie

The GOALS Program. Gaining Opportunities to

Achieve Lifetime Success.

Constitutional Rights Foundation, Los Angeles, Calif.; World Cup USA 1994, Inc., Los Angeles, CA.

Pub Date—Feb 94

Note—118p.

Available from—Constitutional Rights Foundation, 601 South Kingsley Dr., Los Angeles, CA 90005.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Citizen Participation, *Citizenship Education, Global Education, Instructional Materials, Intermediate Grades, Junior High Schools, Language Skills, Law Related Education, *Life-long Learning, Mathematical Enrichment, Middle Schools, Science Education, *Soccer, *Social Studies, *Social Values

Designed to support the development of well-rounded individuals, this resource guide integrates the World Cup and soccer into social studies, lan-

guage arts, mathematics, science, and physical education. The objectives of the GOALS program are for students to: (1) recognize the importance of the World Cup and soccer throughout the world; (2) develop individual skills and team concepts essential for success on and off the field; (3) gain an understanding of the basic need for rules in sports that can help to promote understanding of law-related concepts; (4) develop an appreciation for participation in sports that can provide them with an opportunity to improve their self-concept, self-discipline, competitive instincts, sense of fairness, and a commitment to teamwork; and (5) engage in activities designed to foster positive attitudes toward responsible citizenship and to develop strategies for community service in their schools and neighborhoods. The lifetime skills that are featured in the lesson plans include the communication skills of reading, writing, speaking, and listening, in addition to civic participation skills. There are five lesson plans for each subject. Each lesson plan contains objectives, materials needed, teacher's instructions, and supplemental activities. Directed discussion, cooperative and small group learning, simulations, and role-playing strategies as well as materials such as charts and maps are included. The appendix includes information about the rules of soccer and the playing field, the World Cup, the International and U.S. Soccer Federations, and contains 29 references. (LH)

ED 401 177 SO 026 471

Bauer, Norman J.

Likely Implications of the Thought of Dewey and James Regarding a School Prayer Amendment.

Pub Date—Apr 95

Note—19p.; Paper presented at the Annual Spring Conference of the New York State Foundations of Education Association (Cortland, NY, April 21-22, 1995).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Religion, *School Prayer, *State Church Separation

Identifiers—*Dewey (John), First Amendment, *James (William), United States Constitution

This paper uses the ideas of William James and John Dewey to buttress an opposition to any effort to amend the United States Constitution to encourage or compel elementary and secondary school students to recite daily an oral prayer. The first section is a selection of the views of Dewey and James. The second section utilizes these ideas to respond to five questions: (1) Could we not experiment with different kinds of prayers, or perhaps alternate the prayers of one group with another?; (2) Couldn't a teacher who wishes to model good behavior before his or her students demonstrate this by leading a class in prayer?; (3) Isn't there a prayer that would please most people, like the Lord's Prayer?; (4) What is wrong with letting local and state authorities make the decision about how to handle the school prayer question?; and (5) Isn't the religious liberty of those who want to pray in the public schools being violated today? The paper emphatically responds in the negative to questions 1-3 and 5. Allowing state and local authorities to make decisions regarding school prayer issues (question 4) is rejected because the Bill of Rights applies to all states. To argue otherwise is to misunderstand the fundamental character of the U.S. federal system. Contains 13 notes. (LH)

ED 401 178 SO 026 598

Reggio, Michael H.

Lawyer's Resource Manual for Lawyers Helping in the Schools.

Oklahoma Bar Association, Oklahoma City.

Pub Date—[89]

Note—81p.; Some pages may not reproduce clearly. Available from—Oklahoma Bar Association, Law Related Education Committee, P.O. Box 53036, Oklahoma City, OK 73152.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, Instructional Materials, *Law Related Education, *Lawyers, Resource Materials, Social Studies, Teaching Methods

Prepared to help lawyers have positive and successful interactions with students and teachers, this manual provides lesson plans that have been tested by lawyers in classrooms. The book is divided into three sections. The first section explains law related

education (LRE) and contains general information for attorneys preparing to teach. It includes advice to lawyers in a "do" and "don't" format, such as do not translate "legalese" into English and don't lecture at students. The second section explains teaching techniques that have proven to be successful in the classroom, including guidelines for role-playing. The third section contains 32 specific lesson plans. The lessons are intended to require very little preparation and outside resource material. (LH)

ED 401 179 SO 026 714

Conversations with Leaders in the Law. Law Day 1996: The U.S. Constitution, the Original American Dream.

American Bar Association, Chicago, IL. Public Education Div.

Pub Date—96

Note—21p.

Available from—Law Day Advisory Commission, American Bar Association, 541 N. Fairbanks Court, Chicago, IL 60611-5032.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizen Participation, Citizen Role, *Citizenship Education, Civics, Civil Rights, *Constitutional Law, Elections, Elementary Secondary Education, *Law Related Education, *Lawyers, Social Studies, United States History Identifiers—American Bar Association, First Amendment, *Law Day, *United States Constitution

Designed to extend Law Day's impact, this program gives lawyers, judges, and other community leaders the opportunity to teach important lessons about the United States Constitution and the federal government. It is intended to stimulate opportunities for students to reflect on the country's constitutional heritage and gain appreciation for the value of an informed, active citizenry for a constitutional democracy. Through the Conversations program, prominent legal leaders are brought together with students in grades 6-12. The program encourages lively, informative exchanges between students and those vested to uphold the Constitution and protect the guarantees that the framers intended. The guide includes: a description of the program; tips on selecting conversation leaders; a description of formats for the conversations; tips on successful presentations; ideas on three conversation topics (voting rights, freedom of expression, amending the constitution); resources on the Constitution for several different grade levels; sample letters to get the program going; a sample press release; and a suggested sequence of steps to implement the program. (LH)

ED 401 180 SO 026 719

Kratoville, Betty Lou

Great Trials in History.

Pub Date—90

Note—77p.

Available from—High Noon Books, 20 Commercial Blvd., Novato, CA 94949-6191 (\$12 plus \$3 handling).

Pub Type—Guides - Classroom - Learner (051)

Document Not Available from EDRS.

Descriptors—*Citizenship Education, *Controversial Issues (Course Content), *Court Litigation, *Critical Thinking, Elementary Secondary Education, History, Instructional Materials, *Justice, *Law Related Education, Laws, Social Studies

Designed as a supplementary resource for any classroom that incorporates global education, this workbook describes the issues and outcomes of 12 famous historical court cases. The court cases familiarize students with recurring controversial social issues. Each reading section begins with a brief outline of the time period and background of each trial, setting the stage for introductory classroom discussions of the geographic region and other relevant historical events. Following the description of the court case, the workbook provides reading comprehension worksheets. Other suggested activities involving writing, listening, oral reading, and critical thinking also are included. Six of the cases occurred in Europe and six in the United States. The twelve trials are: Socrates (399 B.C.); Joan of Arc (1431); Galileo (1633); Salem Witchcraft (1692); Peter Zenger (1735); Impeachment Trial of Andrew Johnson (1868); Lizzie Borden (1893); Alfred Dreyfus (1894, 1899); Edith Cavell (1915); Sacco and Vanzetti (1921); John Scopes (1925); and Nuremberg (1945). (LH)

ED 401 181 SO 026 767

Strength and Diversity: Japanese American Women, 1885 to 1990. Classroom Study Guide, Intermediate Level.

National Japanese American Historical Society, Inc., San Francisco, CA.

Spons Agency—California Council for the Humanities, San Francisco.

Pub Date—90

Note—60p.

Pub Type—Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Asian Studies, Elementary Education, Ethnic Groups, Family History, *Females, Intermediate Grades, *Japanese American Culture, *Japanese Americans, Multicultural Education, *Oral History, Social History, *Social Studies, *Women's Studies

This study guide was created to accompany the special exhibit "Strength and Diversity: Japanese American Women, 1885 to 1990" at The Oakland (California) Museum, February 17-May 13, 1990. The guide provides a supplement for studying the history of Japanese American women, their immigration, and acculturation. The guide touches upon important historical and sociological aspects of becoming an American, such as immigration, acculturation, discrimination, ethnic identity/pride, and cultural diversity. The guide is divided into four parts, including: (1) "Overview and Brief History"; (2) "Concepts and Biographies"; (3) "Activities"; and (4) "Bibliography." First-person accounts are included for the immigrant experience (Issei), the acculturation of the second generation U.S. born women (Nisei), and the cultural integration of the third and fourth generations (Sansei and Yonsei). (EH)

ED 401 182 SO 026 792

Rights and Wrongs...

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Report No.—ISSN-1066-0194

Pub Date—96

Note—18p.

Available from—American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3313 (\$2).

Journal Cit.—Update on the Courts; v4 n3 Spr 1996

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Civil Liberties, *Civil Rights, *Constitutional Law, *Due Process, *Equal Education, Equal Protection, Labor Legislation, *Law Related Education, Secondary Education, Sex Discrimination, Single Sex Colleges, Social Studies, *Student Rights, Teaching Methods, Voting Rights

Identifiers—Bill of Rights, First Amendment, Fourteenth Amendment, School Uniforms, *United States Constitution

This serial issue concerns itself with several conflicts between individual rights and allegedly wrongful acts that the Supreme Court has not considered previously. The articles on these topics illuminate the constitutional issues of equal protection, due process, and freedom of expression. Specific issues addressed include: (1) equal educational opportunities for women and the merits of single sex education; (2) prisoners' rights, specifically addressing access to prison libraries; (3) voting rights, specifically the issue of whether the right to significant representation for minorities means that congressional districts may be shaped oddly (gerrymandering) so that the otherwise outnumbered minorities become majorities within them; (4) a recent labor law ruling by the Court; and (5) student rights' pertaining to school uniforms and participation in competitive sports. The document provides the facts of the cases, legal precedents, significance of the issues, as well as suggestions for appropriate teaching methods, helping classroom teachers and law-related education program developers educate students about the relevant legal issues and the societal implications of the cases. (LH)

ED 401 183 SO 026 888

Mori, Francine L.

Elementary School Steelband: A Curriculum and Instructional Plan for Canadian Schools.

Pub Date—89

Note—74p.

Pub Type—Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Applied Music, *Curriculum Design,

Curriculum Development, Elementary Education, Foreign Countries, Multicultural Education, *Music, Musical Instruments, Music Education. Identifiers—*Canada, *Steelbands, Trinidad and Tobago

This curriculum and instructional plan for Canadian schools is based on a study of the tradition of steelbands of Trinidad. The primary aim of the study was to move toward understanding how Trinidadian people view, experience, explain, and order specific elements of their musical world. The study proposed a curriculum and instructional plan for elementary school steelbands in Canada. The study focused on the following themes: (1) the evaluation of steelband; (2) construction and tuning methods; (3) stylistic analysis of steelband calypso; and (4) teaching rehearsal and arranging strategies. Some questions addressed: (1) What is the status of steelband programs in North America? (2) On what basis can a steelband program be rationalized for inclusion in the curriculum? (3) How does the Trinidadian model inform music educators about methods of learning and teaching Canadian teachers? (4) What do teachers need to know about arranging music for steelbands? (5) What should be taught about Trinidadian music to Canadian children? Other topics broached were organization and sequence of the curriculum, logistical concerns for music educators, and how music educators might proceed in setting up an elementary steelband program in Canadian schools. This information was used as a starting point for the development of steelband programs in Canadian schools. The study and possible forms for an elementary steelband curriculum are outlined. Contains 77 references. (LAP)

ED 401 184

SO 026 894

Stahl, Robert J.

Cognitive Psychology and Constructivism: Concepts, Principles, and Implications within the Social Science Disciplines and Applications for Social Studies Education.

Pub Date—95

Note—39p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Chicago, IL, November 9, 1995).

Pub Type—Reports—Research (143)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—*Cognitive Psychology, *Constructivism (Learning), *Educational Objectives, Higher Education, Learning, *Learning Theories, Psychology, *Social Sciences, *Social Studies

After a brief introduction to cognitive psychology, this paper provides a set of principles from cognitive psychology, information processing theory, and constructivist psychology; outlines examples of the existence and often longtime, conscious use of contemporary cognitive psychology assumptions and conceptions in the social and behavioral science disciplines; states practical applications of selected constructs and assumptions for learning and instruction in the social science disciplines and in social studies classrooms; and describes, briefly, why a failure to comprehend, accept, and use these conceptions and principles may interfere with student attainment of the desired outcomes of social studies education—as well as interfere with student success in attaining and using these perspectives of "knowing" and "inquiry" advocated by social scientists. Presently, social studies educators have no viable alternative to accepting a cognitive psychology perspective relative to thinking, learning, functioning, and acting as human beings in the world. There currently is no viable alternative to notions concerning human thinking, learning, and acting generated from the cognitive psychological perspectives. Contains over 100 references. (LAP)

ED 401 185

SO 026 910

Robertson, Thomas

The Musical Dice Game as a Composition Exercise.

Pub Date—[96]

Note—12p.

Pub Type—Guides—Classroom—Teacher (052)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Educational Games, Elementary Secondary Education, Games, Harmony (Music), Learning Activities, Melody, Music, *Music Activities, Musical Composition, *Music Education, Music Reading

This paper describes how the musical dice game can be used with beginning, intermediate, or advanced students. In the musical dice game, the student composes six separate musical compositions of

five measures each. Each measure of the musical compositions is written on a separate, numbered card. The performance of each measure is determined by either (1) the roll of one die, with six possible combinations, or (2) the roll of two dice, with 11 possible combinations. After the die or dice is rolled for each measure, the corresponding card is selected. When the player finishes the task, the cards are arranged in their correct order and the performer plays the resulting piece. Some areas practicing a musical dice game can offer practical experience in: (1) sight reading; (2) melodic structure; (3) harmony; and (4) counterpoint. The document illustrates and describes how cards for the game should appear, and how to conduct the game. (LAP)

ED 401 186

SO 026 913

Morin, Francine L.

A Descriptive Study of a Canadian Elementary Music Educator's Experience with the Trinidadian Tradition of Steelband.

Pub Date—89

Note—116p.

Pub Type—Reports—Descriptive (141)

EDRS Price—MF01/PC05 Plus Postage.

Descriptors—Applied Music, Curriculum Design, Curriculum Development, Elementary Education, Foreign Countries, *Music, *Musical Instruments, *Music Education, Musicians, Music Techniques

Identifiers—Canada, *Steelbands, Trinidad and Tobago

Conducted during the Institute for Steelband Playing held in 1988, this study's aim was to understand how Trinidadian people view, experience, explain, and order specific elements of their musical world, with the goal of providing an information base for establishing steelband programs in Canadian schools. The study focused on (1) How did the steelband evolve as a musical ensemble? (2) How are steelbands traditionally constructed and tuned? (3) What are the stylistic relationships between the calypso song form and the calypso steelband form? and (4) How is music taught and arranged in Trinidad? The methodology employed principles generally associated with qualitative orientations to conducting research. Data were collected and then an ordering of theoretical ideas from the interrelationships among concepts that emerged from the data took place. Some data sources included (1) the panyards where steelbands were constructed and tuned; (2) Trinidadian panmakers-in-residence Jim St. Rose and Albert John; (3) institute rehearsals and instructional sessions conducted by Trinidadian pannist and arranger Ray Holman; and (4) visual records such as photographs and video. Data were gathered by observation, interviews, and discussions; photography; and audio-recording. The paper identifies important points in the evolution of Trinidadian steelband; identifies the various stages of the construction of steelbands; summarizes the stylistic links between calypso and steelband; and examines how music is taught and arranged in Trinidad. Questions for further study are recommended. Tables, figures, examples, and photographs are provided. Contains 67 references. (LAP)

ED 401 187

SO 026 915

Reardon, Betty A.

Educating for Human Dignity: Learning about Rights and Responsibilities. Pennsylvania Studies in Human Rights.

Report No.—ISBN-0-8122-3306-9

Pub Date—95

Note—238p.

Available from—University of Pennsylvania Press, P.O. Box 4836, Hampden Station, Baltimore, MD 21211; 410-516-6948, 800-445-9880 (cloth: ISBN-0-8122-3306-9, \$48.95, paper: ISBN-0-8122-1524-9, \$24.95).

Pub Type—Books (010)—Guides—Classroom—Teacher (052)

Document Not Available from EDRS.

Descriptors—*Children's Rights, Child Responsibility, *Civil Liberties, Elementary Secondary Education, *Global Education, *Human Dignity, *Justice, Living Standards, Responsibility, *Social Discrimination, Social Studies, Values

This book is written for both teachers and teacher educators to use in addressing issues of human rights. The conceptual development approach used throughout the book makes it suitable for a full human rights curriculum; the grade-level discussions and sample lesson plans also can be used in individual classes or to enrich ongoing programs. The book

is divided into seven chapters and subdivided by grade level examples. Chapters include: (1) "Introduction: Purposes and Approaches"; (2) "A Developmental Sequence for Presentation of the Core Concepts"; (3) "The Early Grades: Laying the Foundation for an Appreciation of Human Dignity—Kindergarten to Grade Three"; (4) "The Middle Grades: Introducing Standards and Principles—Grades Four to Six"; (5) "Junior High School: Reflecting and Valuing—Grades Seven to Nine"; (6) "Senior High School: Confronting the Problems, Taking Responsibility—Grades Ten to Twelve"; and (7) "Resources for Human Rights Education." Flexibility is built in to adjust the curriculum for schools with other grade divisions. A useful feature of this book is the Appendix, which makes critical human rights documents available to the classroom teacher, including the "Universal Declaration of Human Rights," the "Convention of the Elimination of All Forms of Discrimination Against Women," and the "Convention on the Rights of the Child." This book is an essential tool for implementation of the goals set by the United Nations and the People's Decade for Human Rights Education. (EH)

ED 401 188

SO 026 917

Foster, Victoria

Gender Equity, Citizenship Education and Inclusive Curriculum: Another Case of "Add Women and Stir?"

Pub Date—Apr 96

Note—18p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 1996).

Pub Type—Speeches/Meeting Papers (150)—Reports—Descriptive (141)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Civil Rights, *Equal Education, Females, Feminism, Foreign Countries, Justice, Sex Bias, Sex Fairness, *Women's Education, *Women's Studies

Identifiers—Australia

This paper argues that an inclusive notion of citizenship is impossible in the modern state, predicated as it is on an opposition between the public and private spheres of social life. Until that opposition is addressed in the lives of men and women, women's ambiguous relationship with citizenship and the state will continue. This paper explores some of the ways in which education perpetrates women's and girls' lack of citizenship status, in the context of the current revival of interest, in Australia and other countries, in citizenship education. The document highlights some of the real issues of the ways in which education perpetuates women's and girls' lack of citizenship status, in the context of current revival interest in citizenship education in Australia and other countries. The document highlights some of the real issues of continuing sexual difference and inequality in curriculum participation and its outcomes, which bear directly on men's and women's participation as citizens. Contains 58 references. (EH)

ED 401 189

SO 026 926

[Multidimensional Qualities to Improve Education.]

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

Pub Date—Apr 92

Note—88p.

Available from—United Nations Educational, Scientific and Cultural Organization, Regional Office for Education in Latin America and the Caribbean, Enrique Delpiano 2058 (Plaza P. de Valdivia), Casilla 3187, Santiago de Chile.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Comparative Education, *Cross Cultural Studies, Curriculum Evaluation, *Developing Nations, *Educational Assessment, Educational Needs, *Educational Planning, *Educational Policy, Educational Resources, Foreign Countries, Higher Education, Multicultural Education

Identifiers—Caribbean, Latin America

This bulletin contains five essays on the theme of expanding the challenge of improving the quality of education to encompass the curricular, administrative, institutional, and teaching levels. The articles include: (1) "Educational Assessment Systems in Latin America: A Review of Issues and Recent Experience" (Robin Horn; Laurence Wolf; Eduardo Velez); (2) "Programme to Improve the Quality of

Primary Schools in Poor Areas: A Chilean Experience" (MINEDUC Chile); (3) "Bilingual Education Beyond National Frontiers, Bolivian-Peruvian Cooperation" (Luis Enrique Lopez; Lucia D'Emilio); (4) "New Assignments for Technical and Professional High School Education: Guidelines and Strategies" (Maria de Ibarrola); and (5) "Functional Illiteracy Requirements in Youth and Adults: Education and Work in a Small Developing State" (Olaf Kuboni). (EH)

ED 401 190

SO 026 928

Hanna, Paul R.

Assuring Quality for the Social Studies in Our Schools.

Report No.—ISBN-0-8179-8502-6

Pub Date—87

Note—126p.

Available from—Hoover Institution Press, Stanford University, Stanford, CA 94305-6010 (\$16.95).

Pub Type—Books (010) — Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors—*Citizenship Education, *Core Curriculum, Curriculum Evaluation, *Educational Quality, Elementary Secondary Education, Excellence in Education, *Government School Relationship, *National Curriculum, National Programs, Program Effectiveness, Social Studies

This book stresses that the social studies curriculum in U.S. elementary and secondary schools is the basic core for conveying to new generations the concepts, values, and abilities that will allow the society to survive and prosper. In the 1950s, the concern was over the adequacy of courses being taught and the lack of a cohesive structure that would inspire the values of a democratic nation. This book contains reprints of articles by Paul Hanna written from 1957 to 1965, presenting his ideas on such a curriculum and stating his recognition of the potential dangers of a federally dictated school curriculum. Sections of the book include: (1) Introduction; (2) "Society-Child-Curriculum"; (3) "Design for a National Curriculum"; and (4) "Educating Today's Youth-Tomorrow's Citizens." (EH)

ED 401 191

SO 026 943

Mays, Annabelle, Ed. And Others

Educational Transformation in the Czech Republic since 1989: Can a North American Model of Educational Change Be Applied?

Pub Date—Apr 96

Note—14p. Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Change Agents, Democracy, *Educational Change, Elementary Secondary Education, Foreign Countries, Higher Education, Political Influences, Private Schools, Public Schools, *Revolution, Social Change

Identifiers—Czech Republic, Velvet Revolution (Czechoslovakia 1989)

The aim of this paper is twofold: (1) to examine the process of transformation of education in the Czech Republic since the Velvet Revolution of 1989; and (2) to examine this experience within the framework of the educational change and reform literature, especially the work of Michael Fullan, to determine its utility within a Central European setting and under a condition of rapid political change. The Czech experience of "sudden change" presents a unique opportunity to study the educational change process, particularly as it has been defined and understood by scholars such as S. Sarason and M. Fullan. A three-member research team visited the Czech Republic in May 1995. The team interviewed 22 key individuals in Prague, including senior members of the Ministry of Education, educators from British and U.S. organizations, teacher educators, university researchers, members of advocacy and school reform organizations. The team also visited teachers, school administrators, parents, and students from one state and two private schools. Interview transcripts, notes, and documents were analyzed in order to develop a description of the Czech experience of educational transformation and to assess the extent to which, in several areas, the transformation has occurred. In response to the question posed in the title of this paper, yes, a North American model of educational change can be applied to the Czech experience. This paper also concluded that modifications could be made to Fullan's model of factors affecting initiation

of change in the educational transformation in the Czech Republic since the Velvet Revolution of 1989. The paper suggests examining the extent to which changes in the educational system have been implemented and sustained, and also using this model to view the cases of other Central and Eastern European countries. Finally, comparisons among other countries that undergo large-scale societal change through political unrest or peaceful democratization also need to be made. A figure illustrates Fullan's factors associated with initiation. Contains 20 references. (LAP)

ED 401 192

SO 026 945

Prescott, Stephanie, Ed. And Others

World History, Culture, and Geography: The Modern World. Course Models for the History-Social Science Framework, Grade 10.

California State Dept. of Education, Sacramento.

Report No.—ISBN-0-8011-1247-8

Pub Date—95

Note—416p.

Available from—Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95812-0271; fax: 916-323-0823 (\$17.50; California residents add sales tax).

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Course Content, Culture, *Geography Instruction, Grade 10, High Schools, *History Instruction, *Modern History, Social Studies, State Curriculum Guides, Teaching Models, *World History

Identifiers—*California

This resource book is designed to assist teachers in implementing California's history-social science framework at the 10th grade level. The models support implementation at the local level and may be used to plan topics and select resources for professional development and preservice education. This document provides a link between the framework's course descriptions and teachers' lesson plans by suggesting substantive resources and instructional strategies to be used in conjunction with textbooks and supplementary materials. The resource book is divided into eight units: (1) "Unresolved Problems of the Modern World"; (2) "Connecting with Past Learnings: The Rise of Democratic Ideas"; (3) "The Industrial Revolution"; (4) "The Rise of Imperialism and Colonialism: A Case Study of India"; (5) "World War I and Its Consequences"; (6) "Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia"; (7) "World War II: Its Causes and Consequences"; and (8) "Nationalism in the Contemporary World." Each unit contains references. (EH)

ED 401 193

SO 026 946

Heaver, Richard A. Hunt, Joseph M.

Improving Early Childhood Development: An Integrated Program for the Philippines.

Asian Development Bank, Manila (Philippines);

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-3350-X

Pub Date—Nov 95

Note—187p.

Available from—World Bank Publications, P.O. Box 7247-8619, Philadelphia, PA 19170-8619; phone: 202-473-1155; fax: 703-661-1501.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Developing Nations, *Early Childhood Education, *Early Intervention, *Economic Development, Economic Impact, Educational Economics, Educational Policy, Foreign Countries

Identifiers—*Philippines

This book suggests that the Philippines should be investing more in child development and that doing so will have a high payoff. The objective is to convince those who control resources in the central and local governments, and in the nongovernmental and donor communities, that they should finance an integrated investment package that has a real prospect of meeting the national goals for children. The chapters of this book include: (1) "Introduction"; (2) "The Situation of Children in the Philippines"; (3) "Government Policies, Goals, and Intervention Programs"; (4) "Creating an Integrated, National Early Childhood Development Program"; and (5) "Financing Early Childhood Development." A list of acronyms and abbreviations accompanies the

text. (Contains approximately 150 references.) (EH)

ED 401 194

SO 026 949

Stromquist, Nelly Murphy, Paul

Leveling the Playing Field: Giving Girls An Equal Chance for Basic Education—Three Countries' Efforts. EDI Learning Resources Series.

World Bank, Washington, D. C.

Report No.—ISBN-0-8213-3601-0; ISSN-1020-3842

Pub Date—May 96

Note—46p.

Available from—World Bank Publications, P.O. Box 7247-8619, Philadelphia, PA 19170-8619; phone: 202-473-1155; fax: 703-661-1501.

Pub Type—Information Analyses (070) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Developing Nations, Economic Development, *Educational Opportunities, Educational Policy, *Equal Education, *Females, Foreign Countries, *Womens Education, Womens Studies

Identifiers—Bangladesh, Gender Gap, Malawi, Pakistan

This booklet examines the efforts of Pakistan, Bangladesh and Malawi to increase the enrollment of girls in their schools. Each country has severe problems of access to education for girls; the gender gap in the gross enrollment rate at the primary school level is at least 10 percentage points in each country. What is noteworthy about these three countries is the serious and innovative attempts they are making to equalize the participation of girls and boys in school. The research in this booklet is based on short field visits to each country and interviews with governmental officials, teachers, parents, and students. Random observations were conducted in urban and rural area schools. The ultimate goal is to get more girls into school as a critical step in reducing poverty in the country. Chapters include: (1) "Leveling the Playing Field"; (2) "Building on Traditional Values in Balochistan"; (3) "Making Schooling Free and Gender-Sensitive in Malawi"; and (4) "Creating Partnerships for Education in Bangladesh." (Contains 20 references.) (EH)

ED 401 195

SO 026 954

Huber, James H., Ed. And Others

The Five E's: Ethnicity, Education, Economy, Equity, and Environment. Proceedings [of the] Annual Conference of the Global Awareness Society International (Chicago, Illinois, June 1994).

Global Awareness Society International.

Pub Date—Jun 94

Note—226p. Contains 5 pages of light type that may not reproduce well.

Available from—Global Awareness Society International, Inc., Bloomsburg University, Bloomsburg, PA 17815; (717) 389-4504.

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Children, *Culture, *Economics, *Environment, Equal Education, *Ethnic Groups, Global Education, *Multicultural Education, *Non Western Civilization, Welfare Services

The 23 conference papers in this proceedings include: (1) "Global Awareness Society International: Retrospectives and Prospectives" (Chang Shub Roh); (2) "Technology Transfer in Developing Countries: The Case of Turkey (1989-1994)" (Huseyin Ates; Asim Sen); (3) "Indigenous People, Environmental Protection and Globalization" (Edward D. Barker); (4) "Children's Literature: A Tool to Implement Multicultural Education" (Wei Wei Cai); (5) "Technology Transfer in Human Services: The Case of Basic Ecclesial Communities" (John G. Cosgrove); (6) "Adaptation of Traditional HR Processes for Total Quality Environments" (Robert D. Costigan); (7) "Some Language Concepts We Could (Should) Do Without" (Maverick M. Harris); (8) "Global Competition & TQM" (Selim S. Iltis); (9) "The Thorny Road of Confucian Religion Mission to the West" (Thomas Hosuck Kang); (10) "Developing Strategies for Accelerated Economic Growth and Global Awareness for Caribbean Countries" (Stanley J. Lawson; Jay Nathan); (11) "The Reinvention of U.S. Public Personnel Administration: International Implications and Impacts" (William M. Leavitt); (12) "Functions of Forms of Address in Intercultural Communication" (Anna Lubecka); (13) "Administrative Governmental Reform: An International Comparative Analysis"

(Berhanu Mengistu; Keith R. Reynolds); (14) "Peaspeak: A Framework for Using Language for Peace" (Sylvia S. Mulling); (15) "Is National Health Insurance Needed?" (Robert Obutelewicz); (16) "Students' Stereotypes of Non-Western Cultures and the Effects on Global Awareness" (Egerton Osunde; Neil Brown); (17) "Total Quality Management Training Implementation: A Cross-Cultural Perspective" (Wolfgang Pindur; Sandra E. Rogers; Sherry M. Burlingame); (18) "The Dynamic Impact of Union Density on Labor Productivity Across Economics" (Rod D. Raehsler); (19) "Macro Factors for Determining Total Quality" (Asim Sen); (20) "Perspectives in Global Education" (Madhav P. Sharma; Stephen A. Pavlak); (21) "Welfare Reform and America's Children" (Dale L. Sultzbach); and (22) "Accessible Mental Health Services for Pre-School Families in Rural America" (Judith A. M. Sultzbach. Some papers contain references. (EH)

ED 401 196 SO 026 955

Klob, Michaeline Michaels, Kimberly
Cultural Exchange: An Interdisciplinary, Whole Language, Inclusion Program for Teaching Social Studies, English, Understanding, and Tolerance.

Pub Date—96

Note—63p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).

Pub Type—Guides - Classroom - Teacher (052) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Community Involvement, Cultural Awareness, *Cultural Education, Culture, Elementary Secondary Education, *English, *Interdisciplinary Approach, *Language Arts, *Social Studies, *Whole Language Approach

This book describes how to establish a Cultural Exchange Program in a school. The Cultural Exchange Program is a partnership between special education students and teachers, regular education students and teachers, and the community. The program involves a member of the international community visiting the school approximately once a month. Before the visits, students learn about the speaker's country, prepare welcome signs, name tags, food, and a list of questions to ask during the presentation. During the visits, students have an opportunity to talk with individuals from other countries, learn different cultures, lifestyles, and become familiar with some of the traditions practiced abroad. After these visits, students work with mentors learning the writing process and writing skills through assigned projects about the speaker's country. Sections of the book include: (1) "The Cultural Exchange Program"; (2) "What the Students Say About Cultural Exchange"; (3) "Communications and Public Relations"; (4) "Specific Lesson Plans for Cultural Exchange"; (5) "Brief Overview of the Writing Process"; and (6) "An Example of a Cultural Exchange Unit." (EH)

ED 401 197 SO 026 956

Heffernan, Erin J.
All Female Education: Self Image and Academic Success of Fourth through Eighth Grade Girls.

Pub Date—May 96

Note—28p.; M.S. Thesis, Dominican College of San Rafael.

Pub Type—Dissertations/Theses - Masters Theses (042) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Academic Achievement, Equal Education, *Females, Intermediate Grades, Junior High Schools, Private Schools, *Self Esteem, *Single Sex Schools, *Womens Education, *Womens Studies

Identifiers—California

This study examines how young women in single sex institutions perceive their educational experience in four categories: academics, resources, participation, and self-image. When investigating whether there are advantages in all female education, it is important to consider student perceptions within these all female schools. This study was conducted among 154 female students attending an urban, Catholic, all female school in the Bay Area (San Francisco, California) in grades 4 through 8, ranging from 9 through 14 years of age. The majority were Caucasian or Asian students from a relatively high socioeconomic group. The results indicate girls in the school are academically challenged, have a wide range of resources, actively participate in class, and

have a positive self-image. Single sex schools do seem to have a positive effect on their female students. (EH)

ED 401 198 SO 026 957

Tindall, Loretta Carbone

A Comparison of Teaching Social Studies Using a Traditional Textbook Approach versus Using a Literature Based Approach.

Pub Date—96

Note—114p.; Master's Research Project, Mercer University.

Pub Type—Dissertations/Theses - Undetermined (040) — Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Grade 5, *Holistic Approach, *Instructional Materials, Interdisciplinary Approach, Intermediate Grades, Language Arts, Language Experience Approach, *Literature, Literature Appreciation, *Social Studies, *Teaching Methods, Whole Language Approach

This study compares a traditional method of social studies teaching to a literature based approach. The study sought to compare student attitude, achievement, and retention of the material presented. The study involved 37 fifth-graders, one class using a literature based approach and the other traditional textbook teaching. Content objectives for both classes were the same. A pre- and post-attitudinal survey was administered along with an achievement and retention test. The results indicated no significant differences in attitudes toward social studies prior to the implementation of the study or in the achievement of both groups on the unit test. The researcher did calculate a significant difference in the attitude of students toward social studies after the study and a significant difference in retention of content with a literature based approach. Students in the literature based group also tended to move into higher order thinking areas of evaluation and comparison. Contains 32 references. Extensive appendices include the retention test, the achievement test, and the attitudinal survey, unit objectives, the equivalency t-test, sample lessons, a bibliography, culmination project, and raw scores and statistical results. (EH)

ED 401 199 SO 026 961

Litwak, Jane Marie

Label Length and Title Type as Determinants in Visitor Learning.

Pub Date—96

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Processes, *Cognitive Psychology, Cognitive Style, *Exhibits, Knowledge Representation, *Learning Processes, *Museums

Identifiers—Bell Museum of Natural History MN

This paper describes dissertation research using cognitive psychology in the design of museum exhibit labels in an effort to increase learning and memory in museum visitors. Three studies focused on factors affecting whether or not using a question (instead of a statement) as a title on a museum exhibit label would increase the visitor's memory of the information presented in the label text. In the experiments, labels accompanying the bird dioramas at the Bell Museum of Natural History at the University of Minnesota were rewritten. The college student subjects visited the museum at their leisure and were tested on the content of the experimental labels. Evidence was found that using questions from exhibit titles increased learning. (EH)

ED 401 200 SO 026 962

Parker, Betty J. Parker, Franklin

Political Education and Influence of Congressman Thomas Philip (Tip) O'Neill, Jr. (1912-1994), Speaker, U.S. House of Representatives (1977-1986).

Pub Date—96

Note—21p.

Pub Type—Historical Materials (060) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elections, Government Role, Legislation, *Legislators, *Political Candidates, *Political Influences, *Political Parties, Political Power, *Political Science, *Politics, Public Policy

Identifiers—House of Representatives, *O'Neill (Tip)

This paper chronicles the life of Democratic Con-

gressman "Tip" O'Neill, Speaker of the U.S. House of Representatives from 1977-1986. O'Neill's life is recounted, including: (1) encountering the patronage practice in Boston politics; (2) experiences in the Massachusetts legislature; (3) work with the Kennedy brothers and Lyndon Johnson; (4) his views on various political leaders and events during his tenure in office; and (5) his work after retirement. Contains 61 references. (EH)

ED 401 201 SO 026 963

Parker, Betty J. Parker, Franklin

On the Trail of Educational Philanthropist George Peabody (1795-1869): A Dialogue.

Pub Date—96

Note—11p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Donors, Endowment Funds, Library Funding, Nonprofit Organizations, *Philanthropic Foundations, *Private Financial Support, Trusts (Financial)

Identifiers—*Peabody (George)

This paper chronicles the life of George Peabody, intermingled with anecdotes on how the researchers gathered data in their studies. A brief overview of Peabody's life introduces the paper with a personal narrative of how the authors' search for details on his life began. Both researchers had affiliations with educational institutions resulting from the Peabody endowments. From this personal experience came the research on Peabody's life and philanthropy, using papers and materials written about the man and visits to places of significance in his life. (EH)

ED 401 202 SO 026 965

Mitchell, William I.

Propaganda, Censorship, and Civic Education in Rural Missouri Schools during World War I: The Benton County Experience.

Pub Date—Apr 95

Note—42p.; Paper presented at the Annual Meeting of the Midwest Local History Society (Oshkosh, WI, April 8, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Censorship, *Citizenship Education, Elementary Secondary Education, *Local History, *Propaganda, Public Opinion, Rural Areas, *Rural Schools, State History, United States History, *World War I

Identifiers—Missouri (Benton County)

This study describes the patriotic public rituals, the propaganda materials, and the censorship activities that were part of the school experience in Missouri during World War I. It also examines the apparent responses of two rural Benton County communities to those rituals, materials and activities. Benton County is a rural area of central Missouri about 100 miles southeast of Kansas City. The population was comprised of many German-speaking immigrants, who came to the area in the mid-1800s. Benton County had an ethnically heterogeneous population on the eve of World War I. The paper examines newspaper stories, civic agencies' efforts to inculcate patriotism in the schools, citizenship rallies and oaths, essay contests, and other community efforts to build support for the war effort. The study concludes that German-Americans suffered far less at the hands of the public schools than many current studies suggest, if the communities of Missouri under study are indicative of the experiences of similar German communities elsewhere. (Contains 8 footnotes.) (EH)

ED 401 203 SO 026 967

Barton, Keith C.

Did the Devil Just Run Out of Juice? Historical Perspective-Taking among Elementary Students.

Pub Date—Apr 96

Note—31p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, NY, April 8-12, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Consciousness Raising, *Empathy, Grade 4, Grade 5, *History Instruction, Intermediate Grades, *Perspective Taking, Qualitative Research, Role Perception, *Social Cognition, *Social Studies

Identifiers—*Ohio (Cincinnati)

This study examines the ability of students to develop empathy for peoples of the past and to avoid

the belief that people in the past were no different than today. The paper reports the results of a year-long qualitative investigation of fourth and fifth graders' attempts to understand the values, attitudes, and beliefs of people in the past. The study was conducted in two classrooms in a suburban community near Cincinnati (Ohio). Although some students initially attributed past behavior to deficiencies of intelligence or education, most came to understand that people in the past had different outlooks than people of today. The paper concludes that the active attempts by students to make sense of the different behaviors and attitudes they encountered in history should suggest that meaningful historical perspective-taking is not beyond the ability of fourth- and fifth-graders, and that they benefit from sustained attention to the topic. Contains 27 references. (EH)

ED 401 204 SO 026 968

Window on the Past, Threshold to the Future: Virginia Archaeology Month. Teacher's Guide.
Virginia State Dept. of Historic Resources, Richmond.

Pub Date—Aug 95
Note—73p.

Available from—Department of Historic Resources, 221 Governor Street, Richmond, VA 23219.

Pub Type—Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ancient History, *Anthropology, *Archaeology, Elementary Secondary Education, Folk Culture, *Heritage Education, *Material Culture, Popular Culture, Realia, Social Studies Identifiers—*Virginia (Jamestown)

This teacher's guide provides materials and suggestions for including archaeology in the classroom as a way to develop interdisciplinary lessons and excite curiosity in students. Archaeology can be used to build knowledge and skills in a number of subject areas. The booklet is divided into the following sections: (1) Introduction; (2) "What is Archaeology?"; (3) "More than Meets the Eye"; (4) "Tracing the Foot Steps of an Archaeologist"; (5) Suggested Readings; (6) Resource Material; (7) Speakers Directory; and (8) Share Your Activity Ideas. Activities deal with archival research, survey, chronology, artifacts, observation and inference, and preservation. (EH)

ED 401 205 SO 026 969

McCorkle, Sarapage.
Taxes in U.S. History.

Agency for Instructional Technology, Bloomington, IN.; Internal Revenue Service (Dept. of Treasury), Washington, D.C.; Joint Council on Economic Education, New York, N.Y.

Pub Date—Feb 91

Note—39p.; The videotapes and poster that come with this kit are not included with the ERIC copy. Available from—Internal Revenue Service, SAL Building, Room 1055, 1111 Constitution Avenue, N.W., Washington, DC 20224 (catalog no. 126761).

Pub Type—Guides - Classroom - Teacher (052) - Non-Print Media (100)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Citizenship Education, Economic Factors, *Economic Impact, *Economics Education, *Federal Government, Intermediate Grades, Junior High Schools, Middle Schools, Public Policy, Social Studies, *Taxes, Tax Rates, *United States History

Identifiers—*Whiskey Rebellion
This instructional series is designed to enhance the teaching of U.S. history in middle and junior high school classes. This particular school resource package is comprised of three instructional videos, a teacher utilization video, a poster, and other related print materials. Each 20-minute instructional program focuses on an important issue typically taught in U.S. history courses. The video programs include: (1) "The Whiskey Rebellion: First Test of the Federal Power to Tax, 1794"; (2) "The Protective Tariff Issue, 1832"; and (3) "Fairness and the Income Tax, 1909." The programs feature characters of similar age and spirit to middle school students who explore the roles that taxation played in each of the three issues, specifically: (1) the government's need to raise revenues; (2) tax policy's influence on economic behavior; and (3) the issue of fairness in taxes. Lesson activities, discussion suggestions, and the instructional poster reinforce those issues. (EH)

ED 401 206 SO 026 975

Trotter, Tamera Charisse. Allen, Joycelyn Racquel.
Talking Justice: 602 Ways To Build and Promote Racial Harmony.

Report No.—ISBN-0-88247-982-2

Pub Date—Mar 93

Note—149p.

Available from—R & E Publishers, 2132 O'Toole Avenue, San Jose, CA 95131 (\$6.95).

Pub Type—Books (010) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Culture, Elementary Secondary Education, *Equal Protection, *Ethnic Relations, *Ethnic Studies, Global Education, Human Dignity, *Justice, Multicultural Education, *Racial Bias, *Racial Discrimination

This booklet asserts that overcoming racism is a task for all. These first 602 ways to promote racial harmony are intended as reminders of the uniqueness of each individual. The words are printed in bold type with illustrations of children to reinforce the ideas presented. Developed from the ashes of the Los Angeles (California) riots in 1992, this booklet stresses that individuals must all do what they can to stop the continuum of hate and hopelessness of interracial relations in the country. (EH)

ED 401 207 SO 026 979

Oldenquist, Andrew, Ed.
Can Democracy Be Taught?

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date—96

Note—225p.

Available from—Phi Delta Kappa Educational Foundation, 408 North Union, Box 789, Bloomington, IN 47402-0789; 812-339-1156.

Pub Type—Books (010) - Collected Works - General (020) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Citizenship, *Citizenship Education, *Democracy, Democratic Values, Elementary Secondary Education, Foreign Countries, Higher Education, Political Attitudes

The essays in this collection, rewritten and expanded especially for this volume, originated as papers that were presented at a 1993 conference on Education for Democracy sponsored by the Mershon Center at The Ohio State University. The contributors from the United States, South Africa, Germany, and Russia, are experts in civic education, problems of minorities, the U.S. Constitution, the transition to democracy in former communist countries, and education and democracy in South Africa and Japan. All of the essays are concerned with aspects of the ideal of democracy: what it is, how it evolves, and the goals of democracy yet to be achieved. It is implied in each essay that democracy has a concrete definition with a range of features, and that despite the imprimatur of "democracy" applied by a government, not all governments claiming to be democracies are true and genuine democracies. Moreover, there is a distinct difference between education for democracy and democracy education. After an introduction, the book is divided into three parts: "Part I: The New Democracy" contains four essays that look at pluralism, diversity, multiculturalism, and the democratic education of disadvantaged children. The two essays in "Part II: Constitutional Imperatives" are about constitutionalism in education for democracy and the power of comparison in teaching about democracy. "Part III: Other Societies, Other Problems" contains four essays discussing education for democracy in Central and Eastern Europe, Russia, Japan, Asia, and South Africa. Many of the chapters contain reference lists. "About the Authors" concludes the text. (LAP)

ED 401 208 SO 026 981

Morgan, Gordon D.
Sociology by the Discovery Method: Cutting Costs and Teaching More.

Report No.—ISBN-0-88247-726-9

Pub Date—Feb 85

Note—50p.

Available from—R & E Publications, 2132 O'Toole Avenue, San Jose, CA 95131 (\$5.95).

Pub Type—Books (010) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Active Learning, *Culture, *Discov-

ery Learning, *Discovery Processes, Higher Education, *Inquiry, Learning Activities, *Sociology, Teaching Guides, Teaching Methods

This booklet can help college instructors breathe life into sociology classes by showing students how sociology is "done" in the real world. Twenty-nine exercises demonstrate to students how data are collected, how data are used to support or refute ideas, how data are interpreted, and the questions raised by different methods of research. The discovery method moves sociology instruction from the textbook to the real world, and can make the instructor a genuine course leader. In addition to re-sparking student interest, this booklet provides ways to cut the costs to students of these courses. (EH)

ED 401 209 SO 026 986

World War II Commemoration Committee: Fact Sheet and Suggested Activities.

Department of Defense, Washington, D.C.

Pub Date—[96]

Note—11p.; Colored pages may not photocopy well.

Available from—50th Anniversary of World War II Commemoration Committee, HQDA, SACC, Room 3E524, Pentagon, Washington, DC 20310-0101.

Pub Type—Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community, Elementary Secondary Education, Enrichment Activities, Exhibits, Local History, *Military Service, Political Science, Social Studies, State History, *United States History, Veterans, War, *World History, *World War II

This packet suggests activities and events that school districts, schools, classes, and educational organizations can conduct to commemorate World War II. Suggestions are made to include local veterans, including those in veteran's and nursing homes and hospitals, and youth at every possible opportunity. Recognition can take the form of military activities, ceremonies and community events, exhibits, cultural and performing arts, communications and products, and memorial services. The fact sheet focuses on a profile of U.S. service personnel, costs of the War, production and losses, and prisoners of war. (EH)

ED 401 210 SO 026 988

Benton, Michael.
Education and the Sister Arts. Occasional Papers, 35.

Southampton Univ. (England). Centre for Language Education.

Pub Date—Dec 94

Note—40p.; Some illustrations may not photocopy well.

Available from—School of Education, University of Southampton, Southampton SO17 1BJ England, United Kingdom (2.50 British pounds including postage and packing).

Pub Type—Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aesthetics, *Art, Foreign Countries, Humanities, Interdisciplinary Approach, *Literature, *Painting (Visual Arts), Teaching Methods

This paper is divided into two parts. The first part, "Speaking Pictures and Visual Poems," briefly considers the origin of the term "sister arts." Discussed are the three main features of the historical relationship between painting and literature in the 18th and 19th centuries in Britain and draws out their educational implications. Part 2, "Teaching the Sister Arts," deals more explicitly with teaching. Examples of recent "pairs" of paintings and poems are discussed in which can be observed both the poets' responses to their chosen paintings and some students' responses to a painting and a poem it inspired. The paper concludes with a brief comment on the pedagogical benefits that can accrue from working with such materials and methods which, by their name, define the role of the collaborative reader of two interrelated art forms. (EH)

ED 401 211 SO 026 990

Brumfit, Christopher.
British Cultural Studies: Some Educational Concerns. Occasional Papers, 29.

Southampton Univ. (England). Centre for Language Education.

Pub Date—Oct 94

Note—19p.

Available from—School of Education, University of

Southampton, Southampton SO17 1BJ England, United Kingdom (2.50 British pounds including postage and packing).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*British National Curriculum, *Core Curriculum, *Cultural Background, *Cultural Education, Educational Background, Elementary Secondary Education, Foreign Countries, Higher Education, National Programs, Teaching Methods

This paper explores the educational background to the rise of interest in "British Studies." The document examines some tensions between arguments for a nationally-based curriculum area and for teaching as an emancipatory activity, considering such issues in the light of recent approaches to research on the curriculum. Finally, the paper considers the teacher's role as mediator in an attempt to define the most appropriate methodological stance for an inevitably contentious subject area. (EH)

ED 401 212 SO 026 991

Benton, Michael

The Self-Conscious Spectator. Occasional Papers, 30.

Southampton Univ. (England). Centre for Language Education.

Pub Date—Dec 94

Note—26p.

Available from—School of Education, University of Southampton, Southampton SO17 1BJ England, United Kingdom (2.50 British pounds including postage and packing).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Aesthetic Education, *Aesthetics, Classroom Techniques, Critical Reading, Foreign Countries, *Literature, *Visual Arts

This paper addresses the issue of aesthetic response in relation to both literature and painting. Although "spectator theory" crops up in various forms in accounts of what happens when one reads stories or looks at pictures, the original intention of accommodating both under a single theory proved too complex. The paper, therefore, is confined to the visual arts. Nonetheless, English teachers who are familiar with the notion of the spectator role in reading in D. W. Harding's theoretical work, and writing in J. N. Britton's classroom studies will recognize the connections between reading, writing and viewing that are implied here. Other correspondences in contemporary literary and visual theory also are hinted at, not least in references to the work of Gombrich and Iser, and to the notion of "stance," which owes something to Rosenblatt, and with which the paper begins. Contains 21 references. (EH)

ED 401 213 SO 026 992

Clarke, Philip

Notes on Pre-Independence Education in Tanganyika. Occasional Papers, 34.

Southampton Univ. (England). Centre for Language Education.

Pub Date—Mar 95

Note—83p.

Available from—School of Education, University of Southampton, Southampton SO17 1BJ England, United Kingdom (2.50 British pounds including postage and packing).

Pub Type—Information Analyses (070)—Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*African History, *African Studies, *Comparative Education, Cross Cultural Studies, *Developing Nations, Development, *Educational Development, Elementary Secondary Education, Foreign Countries

Identifiers—*Tanganyika

This paper is a slightly edited version of an authentic document, based on notes from a career that lasted from 1947 to well after independence in Tanganyika (since 1964 and the union with Zanzibar known as Tanzania). The paper provides a fascinating record of what it felt like to be a participant in an exciting and pioneering period of educational development. The text has been selected from a much longer set of documents. A short glossary of terms that may not be familiar to contemporary British readers has been added. (EH)

ED 401 214 SO 026 993

Rhodie, Nic, Ed. Liebenberg, Ian, Ed.

Democratic Nation-Building in South Africa.

Human Sciences Research Council, Pretoria (South Africa).

Report No.—ISBN-0-7969-1575-X

Pub Date—94

Note—470p.

Available from—Human Sciences Research Council, 134 Pretorius Street, Pretoria 0002, South Africa.

Pub Type—Books (010)—Collected Works - General (020)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors—Change Strategies, Community Development, *Democracy, *Democratic Values, *Developing Nations, Foreign Countries, *Social Change, Social Values

Identifiers—*South Africa

This book is a collection of essays by 50 eminent experts/analysts representing a broad range of ideological perspectives and interest groups. Its aim is to contribute to the process of democratic nation-building and the creation of a culture of tolerance by educating South Africans about the intricacies of community reconciliation and nation-building. Following a section featuring information about each of the contributing authors, the book is divided into 11 sections, which are further divided into 47 chapters. The main sections are: (1) "Nation-Building as a Democratic Means of Reconciling National Unity with Ethnic and Cultural Diversity"; (2) "The Role of Ethnic Nationalism in Nation-Building"; (3) "The Constitutional and Institutional Bases of Democratic Government in South Africa"; (4) "The Sociopolitical Conditions for Democratic Nation-Building and Intercommunity Reconciliation"; (5) "Key Socioeconomic Determinants of Democratic Nation-Building in South Africa"; (6) "The Transition from Apartheid to Democracy"; (7) "Gender Equality as a Precondition for Democratic Nation-Building"; (8) "Violence-A Pervasive Inhibitor of Nation-Building"; (9) "The Role of the Security Institutions"; (10) "International Involvement in Nation-Building"; and (11) "Concluding Overview: the Prospects for Democratic Nation-Building in South Africa." (LAP)

ED 401 215 SO 026 994

Richardson, Helen W., Ed.

Social Studies: Bringing the World Closer to Home.

Georgia Council for the Social Studies, Athens.

Pub Date—95

Note—214p; Some materials may not photocopy well.

Available from—Georgia Council for the Social Studies, 225 Fortson Drive, Athens, GA 30606 (\$5).

Pub Type—Guides - Classroom - Teacher (052)—Collected Works - General (020)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Cross Cultural Studies, *Culture, *Educational Games, Elementary Secondary Education, *Global Education, Instructional Materials, Learning Strategies, *Multicultural Education, Simulation, *Social Studies, World History

Identifiers—*Georgia

This yearbook provides teaching strategy topics of general interest to social studies teachers of all grade levels. This first annual yearbook focuses on using social studies to bring the world closer to home. There are 17 papers, including: (1) "Getting Ready for the World" (Angene H. Wilson); (2) "Making Cultural Connections: A Cultural Resource Center for Unity and Diversity" (Dennis Kreps; Carolyn Diener; Claudia Crump); (3) "The Template of the Investigative Reporter" (Clark Johnson); (4) "Connecting with the Global Community" (Richard Oakes Peters); (5) "Bringing the World Closer to Home" (Clark Johnson); (6) "Coming Down the Road: Exploring Local History with Six, Seven and Eight Year Olds" (Robert W. Maloy; Sharon A. Edwards); (7) "Teaching About Other Cultures" (Julia Mitcham; Peggy Joyner; Peggy Puryear; Julie Kunc); (8) "Champagne Wishes and Caviar Dreams" (Darlene Stewart Young); (9) "Activities for Studying Ecuador Through the Five Themes of Geography" (Mary E. Haas; Cynthia Szymanski Sunal; Lois McFadyen Christensen); (10) "Geography: Passport to the World" (Robert M. McCann); (11) "Scotland Map Game" (Audrey C. Rule); (12) "Environmental Crises in Benin, Lesotho, and Senegal" (Christine Pratt-Consoletti); (13) "The Mercantile System: A Simulation for High School

History Classes" (Neil Nichols); (14) "From Ostrich Eggs to Soda Pop Cans! Cultural Change and Adaptation of the 'Kung San: A Lesson Plan' (Michael J. Berson); (15) "Comparing Ourselves to Others: What Do Teenagers in the United States and Korea Think about Family Obligations, Future Employment, and Their National Economy?" (Jo Ann Cutler Sweeney; Stuart Foster; Yonjoo Choo); (16) "Japan's Feminists: Resisting the Policies of the Meiji Government" (Lyn Reese); and (17) "Who Were the Kamikaze Pilots? A Short-Term Inquiry Experience" (Jack M. Sheridan). (EH)

ED 401 216 SO 026 996

Rausch, Lawrence M.

Asia's New High-Tech Competitors: An SRS Special Report.

National Science Foundation, Arlington, VA. Div. of Science Resources Studies.

Pub Date—95

Contract—NSF-95-309

Note—84p.

Available from—National Science Foundation, Forms and Publications Unit, 4201 Wilson Blvd., Room P-15, Arlington, VA 22230; 703-306-1130; fax: 703-644-4278; e-mail: pubs@nsf.gov

Pub Type—Reports - Descriptive (141)—Numerical/Quantitative Data (110)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Asian Studies, Business, *Competition, Developing Nations, Development, Economic Development, Economic Impact, *Economics, Foreign Countries, Higher Education, *International Trade, *Manufacturing, Manufacturing Industry, Technological Advancement, *Technology

Identifiers—China, Hong Kong, India, Indonesia, Japan, Malaysia, Singapore, South Korea, Taiwan

This report profiles nine economies linked by Asian identity, yet marked by great economic and technological disparity, in order to project which economies will be full-fledged participants and competitors in tomorrow's high-tech product markets. Based on the various indicators of technological activity and competitiveness presented in this report, several Asian economies stand out. They are apparently headed toward greater prominence as developers of technology and will become visible competitors in product markets. Japan stands alone as the most advanced industrialized country in the region. Four others—Hong Kong, Singapore, South Korea, and Taiwan—often referred to as the "four tigers" or as the newly industrialized economies, have made dramatic leaps forward in the global economy over the past decade. The remaining four countries—China, India, Malaysia, and Indonesia—lag far behind these other countries in economic and technological development. Yet each of these four countries has exhibited tremendous growth in terms of economic and technological development. Appendices which comprise half of the document are detailed data tables. (EH)

ED 401 217 SO 026 998

Walch, J. Weston

Successful Devices for Teaching U.S. History.

Report No.—ISBN-0-8251-1800-X

Pub Date—91

Note—184p.

Available from—J. Weston Walch, Publisher, P.O. Box 658, Portland, ME 04104-0658 (\$15.95).

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Class Activities, Elementary Secondary Education, *History Instruction, Instructional Materials, Learning Activities, Social Studies, *Student Centered Curriculum, Teaching Methods, *United States History, Work Sheets

This book is a coordinated manual of ideas for the U.S. history teacher in grades 6-12. It is a cooperative effort on the part of the many quoted contributors, each doing his or her bit to improve history teaching in the United States. Chapters include: (1) "Desirable Aims in Teaching United States History"; (2) "Classroom-Centered Activities"; (3) "Student-Centered Activities"; (4) "Variety in Class Organization and General Teaching Methods"; (5) "Teaching about Specific Events or Periods in History"; (6) "Teaching about Special kinds of Historical Problems"; (7) "Practical Teaching of American Principles"; and (8) Concluding Note. (EH)

ED 401 218 SO 026 999

The Last Act: The Atomic Bomb and the End of World War II.

Smithsonian Institution, Washington, D.C. National Air And Space Museum.
Pub Date—Jan 95

Note—154p.; This is the original exhibition script for the Smithsonian's "Enola Gay" Exhibit. For the shortened and revised script that was implemented, see SO 027 000. Photographic illustrations are briefly noted; the photographs are not included.

Pub Type—Creative Works (030)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Current Events, Exhibits, *International Relations, Military Science, *Modern History, Nuclear Technology, *Nuclear Warfare, Political Issues, *United States History, World History, World Problems, *World War II

Identifiers—*Enola Gay, Japan

This text was to have been the script for the National Air and Space Museum's exhibition of the Enola Gay, focusing on the end of World War II and the decision of the United States to use of the atomic bomb. The Enola Gay was a B-29 aircraft that carried the atomic bomb dropped on Hiroshima, Japan, on August 6, 1945. The atomic bomb brought a sudden end to World War II and ushered in the nuclear age. The event was one of the critical turning points of the 20th century. This exhibition describes the war between Japan and the United States and its allies, the building of the atomic bomb, the decision to use it, the military effort to carry out that mission, the effects of the bombing, and the surrender of Japan. Each entry in the exhibition program would accompany a display at the Smithsonian. [This material offers the educator material to stimulate discussion, analysis, and critical thinking in world history, modern history, or U.S. history courses.] (EH)

ED 401 219

SO 027 000

The "Enola Gay."

Smithsonian Institution, Washington, D.C. National Air And Space Museum.

Pub Date—Jun 95

Note—67p.; This exhibition script is a shortened and revised version of the original controversial script, see SO 026 999.

Pub Type—Creative Works (030)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Current Events, *Exhibits, *Modern History, *Nuclear Warfare, Political Issues, *United States History, World History, *World War II

Identifiers—*Enola Gay, Japan (Hiroshima), Japan (Nagasaki)

This text accompanied the Smithsonian Institution's display, "Enola Gay," at the National Air and Space Museum commemorating the end of World War II and the role played by the B-29 aircraft, Enola Gay, that on August 6, 1945 carried the atomic bomb that destroyed Hiroshima, Japan. The atomic bombing of Hiroshima and Nagasaki led to the surrender of Japan on August 14, 1945. Remarks by the Smithsonian's Secretary, I. Michael Heyman, at the beginning of the script address the controversy generated by the first plans and script for the exhibition that "provoked intense criticism from World War II veterans and others who felt the original planned exhibit portrayed the United States as the aggressor and the Japanese as victims and reflected unfavorably on the valor and courage of American veterans." The Museum eventually replaced the original planned exhibit with a simpler display in which the focus was on the restoration of the Enola Gay by the Smithsonian, explanatory material on the aircraft, ancillary topics related to the use of the first atomic bomb, and a video about the Enola Gay's crew. Each section of the text is related to a display in the exhibition. [This material offers the educator material to stimulate discussion, analysis, and critical thinking in world history, modern history, or U.S. history courses.] (EH)

ED 401 220

SO 027 001

Finney, Margaret And Others

Dollars and Sense: An Interdisciplinary Unit on Consumer Skills. Networking the Disciplines Series.

Report No.—ISBN-0-8251-2536-7

Pub Date—94

Note—43p.

Available from—J. Weston Walch, Publishers, P.O. Box 658, Portland, ME 04104-0658 (\$13.95).

Pub Type—Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—*Consumer Economics, *Consumer Education, Consumer Science, Economics, Eco-

nomics Education, Family Life Education, Home Economics, *Interdisciplinary Approach, Intermediate Grades, Junior High Schools, Learning Activities, Middle Schools, *Money Management, *Practical Arts, Social Studies

This unit utilizes an interdisciplinary approach to economics education for children in middle school. The focus is on consumer awareness and there are four sections of learning activities and suggestions, one for each of the core disciplines: language arts, social studies, science, and math. The unit gives students experiences with concepts related to the use and handling of personal finances and helps students become more knowledgeable buyers. Many communication skills activities appropriate for reading classes and other disciplines are included. The activities are designed for a range of learning styles and intended for individual and group participation. The unit is designed to be flexible and fit the needs and interests of classrooms and students. (EH)

ED 401 221

SO 027 003

Laney, James D. And Others

The Effect of Cooperative and Mastery Learning Methods on Primary Grade Students' Learning and Retention of Economic Concepts.

Spons Agency—Calvin K. Kazanjian Economics Education Foundation, Inc., Oneonta, NY.

Pub Date—Nov 95

Note—52p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly, National Council for the Social Studies (Chicago, IL, November 8, 1995). Submitted for publication in the Journal "Early Education and Development" (ISSN-1040-9289).

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Cooperative Learning, Early Childhood Education, *Economics, *Economics Education, Grade 1, Grade 2, Learning Strategies, *Mastery Learning, Primary Education, Retention (Psychology), Skill Development

Identifiers—Kourilsky (M L)

This study explores the effects of cooperative and mastery learning methods, alone and in combination, on first and second grade students' learning and retention of basic economic facts. A 2 X 2 (cooperative X mastery) factorial design compared the achievement of 120 students randomly assigned by grade level stratification to one of four treatment conditions: cooperative learning; mastery learning; cooperative-mastery learning; and a control treatment (no cooperative or mastery learning). All subjects were administered a written pretest, posttest, and delayed posttest on their understanding of economic concepts. In addition, a randomly selected subsample of 64 students was interviewed using an oral pretest, posttest, and delayed posttest. The study suggests that the cooperative-mastery learning method is in line with current early childhood practices and has the capacity for simultaneously boosting the conceptual development and language development of young children. This capacity is said to stem from the method's provision of: (a) specific, positive feedback; (b) a social context for sustained effort and involvement in a topic; (c) child-child communication exchanges; and (d) adult-child communication exchanges. (EH)

ED 401 222

SO 027 216

Patrick, John J., Ed. Pinney, Laura A., Ed.

Resources on Civic Education for Democracy: International Perspectives. Yearbook No. 1.

Adjunct ERIC Clearinghouse for International Civic Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Center for Civic Education, Calabasas, CA.; Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—RR93002014

Note—154p.

Available from—Adjunct ERIC Clearinghouse for International Civic Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698; phone: (800) 266-3815; fax: (812) 855-0455.

Pub Type—Reference Materials - Bibliographies (131) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, *Citizen-

ship, *Citizenship Education, *Civics, *Democracy, Democratic Values, Elementary Secondary Education, Foreign Countries, Global Approach, Higher Education, Law Related Education, Social Studies, World Affairs

Identifiers—CIVITAS, ERIC, ERIC Digests

This resource guide is intended to facilitate cooperation and exchange of knowledge among civic educators around the world. Divided into four parts, part 1 is a civic education paper, "Principles of Democracy for the Education of Citizens" (John J. Patrick), that discusses facets of the idea of democracy and their relationships to civic education. Part 2 is "An Annotated Bibliography on Civic Education from the ERIC Database" with items selected from 1990 until July 1996 that reflect various projects in the United States and other parts of the world; diverse pedagogical practices; and different levels of education from the primary levels to secondary levels to post-secondary levels. Part 3 includes 15 ERIC Digests on topics in civic education that have been published from 1988-1996. Part 4 is "An International Directory of Civic Education Leaders and Programs" that includes names, addresses, and telephone numbers of prominent persons, projects, and organizations involved in civic education from many countries and various regions around the world. The Appendix contains: (1) the CIVITAS brochure; (2) a sample ERIC document resume; (3) a sample ERIC journal article resume; (4) a call for ERIC documents on civic education; (5) an announcement for the ERIC Clearinghouse for Social Studies/Social Science Education book, "Building Civic Education for Democracy in Poland" (Richard C. Remy; Jacek Strzemiesz); and (6) "Civic Education on the Internet: An Introduction to CIVNET." (JEH)

ED 401 223

SO 027 217

Bernson, Mary Hammond, Ed. Wojan, Linda S., Ed.

Teaching about Japan: Lessons and Resources.

Adjunct ERIC Clearinghouse for United States-Japan Studies, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—96

Contract—RR93002014

Note—163p.

Available from—Social Studies Development Center, 2805 East 10th Street, Suite 120, Bloomington IN 47408-2698; (800) 266-3815.

Pub Type—Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Area Studies, *Asian Studies, Elementary Secondary Education, Foreign Countries, *Foreign Culture, *Global Education, *Japanese, Multicultural Education, Resource Materials, Social Studies, *Teacher Developed Materials, Teaching Guides

Identifiers—*Japan

This document is a revised and updated version of two publications: "Modern Japan: An Idea Book for K-12 Teachers" and "Resources for Teaching About Japan." These lesson plans were developed by teachers who participated in a summer institute on Japan, sponsored by the East Asia Resource Center at the Jackson School of International Studies, University of Washington. Part 1 of this volume, "Lessons and Ideas for Teaching About Japan," consists of 39 lesson plans dealing with a variety of topics concerning Japan and its culture, such as Japanese games, songs, art, artifacts, geography, language, literature, and education. In many cases, these lesson plans are accompanied by teacher background information and reproducible handouts and worksheets. They illustrate the ways in which outstanding teachers weave information about Japan into classes across the curriculum, bringing a crucial comparative perspective to subjects that might otherwise be taught with content solely referring to the United States. All of the lessons are self-contained or based on readily available resources, usable by teachers who have not necessarily had first-hand Japan experience. Part 2, "Resources for Teaching About Japan," is designed to address the need for creative curriculum materials, innovative pedagogy, and challenging professional development. This section reflects an attempt to provide a list of organizations that work specifically with K-12 teachers, understand their needs, respect their challenges, and design meaningful materials. This section is in-

tended to foster mutual understanding and to enhance the lessons contained in Part 1. The following categories comprise the listed resources: (1) Outreach Programs that are often part of a Title VI funded East Asian Studies program and programs connected to museums and educational organizations; (2) Related Organizations that may not focus on Japan specifically, but provide services and materials helpful to those teaching about Japanese culture; (3) Audio-Visual Materials; (4) Japanese Embassy and Consulates General directories; (5) Japan External Trade Organization (JETRO) whose offices provide technical assistance as well as print and audio-visual resources; (6) Japan National Tourist Organization (JNTO) which provides brochures, maps, posters, and free-loan films; (7) Japanese Chambers of Commerce in the United States which often provide speakers and sponsor study trips to Japan for teachers; (8) Exchange programs for teachers and students; (9) Japan-America Societies founded to enhance understanding between the two cultures, offering programs, special events, sources and materials useful to educators; (10) Sister Cities/Sister States lists; (11) Language instruction sources providing assistance for teachers; (12) Publishers, Distributors, and Newsletters containing materials useful to K-12 classrooms; and (13) Funding. Part 3, "ERIC Resources for Teaching About Japan," consists of a selective bibliography of resources for teaching about Japan. Part 4, "National Clearinghouse for United States-Japan Studies and Electronic Resources," introduces the National Clearinghouse on United States-Japan Studies services and publications and lists numerous useful electronic resources. (MLJ)

SP

ED 401 224 SP 036 680

First Coast Urban Academy for Excellence in Teaching. [Videotape.]

University of North Florida, Jacksonville. Coll. of Education and Human Services.

Pub Date—95

Available from—First Coast Urban Academy for Excellence in Teaching, Office of Sponsored Research and Training, University of North Florida, College of Education and Human Services, 4567 St. Johns Bluff Road South, Jacksonville, FL 32224-2645 (four tape package: \$130).

Pub Type—Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—*Class Activities, Cultural Relevance, Elementary Education, Higher Education, Inservice Teacher Education, *Instructional Innovation, Partnerships in Education, *Professional Development, *Professional Development Schools, Summer Programs, *Teaching Methods, Technological Literacy, Thinking Skills, Videotape Cassettes, Videotape Recordings

Identifiers—Duval County Public Schools FL, University of North Florida

This package contains four videotapes: "Process-Oriented Learning" (27 minutes); "Developing Cooperative Citizens" (23 minutes); "Culturally Sensitive Learning" (27 minutes); and "Technologically Competent Learning" (16 minutes). The videotapes are accompanied by a 23-page manual, "Guidelines for the Use of Video Episodes." This material presents some of the outcomes of the First Coast Urban Academy for Excellence in Teaching, a professional development model designed to promote the professional growth of teachers in urban settings and the implementation of Florida Blueprint 2000. The Academy was collaboratively developed by University of North Florida, Duval County Public Schools, and Duval Teachers United. Theme-centered work groups developed student performance indicators (SPI), used to demonstrate student mastery of instructional goals, and targeted instructional strategies (TIS). The videotaped episodes included in this package illustrate teachers' attempts to implement TIS. Each episode begins with an interview in which the teacher describes her goals for the lesson and the thinking that guided her planning. The interview is followed by a live, unhears classroom lesson conducted by the teacher. For each videotape, the companion guide summarizes the overall goal of the particular episode's theme, lists SPI and TIS, provides a lesson overview, supplies an observation rubric designed to gather information for subsequent discussion, and a list of references. (IAH)

ED 401 225

Middleton, E. Ed. And Others

Forty Years after Brown: The Impact of Race and Ethnicity on the Recruitment and Retention of Minorities in Education. Proceedings of the National Conference on Recruitment and Retention of Minorities in Education (9th, Oswego, NY, April 9-11, 1995).

Pub Date—96

Note—217p.

Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036 (\$15).

Pub Type—Collected Works - Proceedings (021)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Black Teachers, *Career Choice, Educational Environment, Elementary Secondary Education, Ethnic Groups, Ethnicity, Higher Education, *Minority Group Teachers, Preservice Teacher Education, Racial Factors, *Teacher Persistence, *Teacher Recruitment

Identifiers—African Americans

The proceedings identify, clarify, and address the problems of the post-Brown era from a variety of perspectives. The first two papers are: The Dr. Martin Luther King, Jr. Banquet Keynote Speech (L. J. Bennett) and the Luncheon Session, "Integrating the Recruitment Preparation and Retention Strategies of Persons of Color in Teaching" (J. Vaughn). Following these two presentations, 15 papers are included: (1) "Strategies for Encouraging Minority High School Students to Consider Teaching Careers: A Panel Presentation by the Consortium for Minorities in Teaching Careers" (J. Braun, and others); (2) "The Historically Black College, Ecological Psychology, and Higher Education's Changing Environment: Reconceptualizing African American Student Retention" (M. C. Brown and R. W. Graham); (3) "Career Intervention To Prepare African American Students for the College Application Process" (V. Cotton); (4) "Perceptions of the College Experience: African American Students on a Predominantly White Campus" (R. D. Davis); (5) "Mentoring across Culture in Teacher Education: A Cross-Cultural Perspective for Retaining Minority Students in Teacher Education" (G. A. Doston); (6) "A Synopsis of the African American Student Medical College Mentorship Program Model" (L. Flanagan and S. Price); (7) "Recruitment of Minorities in Adult Education: Strategies for a Changing World" (K. Matin); (8) "Minority Involvement in the Teaching Profession in South Georgia" (B. R. McClain); (9) "Apoyando: Encouraging Latinos To Enter the Teaching Profession" (B. Perez); (10) "Voice of African-American Male Administrators at Predominantly White Four-Year Institutions of Higher Education" (C. Pickron and J. Rasool); (11) "Nurturing a Long-Distance Relationship: SUNY Oswego and Urban Education" (P. Russo and J. Smith); (12) "On Improving the Retention Rate of African American Law Students: The Experiment and Experience at Duquesne University School of Law" (K. Saunders); (13) "The Negative Effects of Homogenization in Admission Requirements: Recognizing and Validating Difference" (B. A. Sylvia); (14) "Retention of Minority Teachers: The Lehman College Family Model" (V. M. Washington and E. Weitz); (15) "Alienation and Isolation vs. Retention" (C. Y. Young). Abstracts of eight additional papers are appended. Many papers contain references. (ND)

ED 401 226

Cowley, Trudy

Expert Teachers in Transition: An Exercise in Vitation or Renaissance? A Case Study of One.

Pub Date—Apr 96

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Case Studies, *Educational Environment, Elementary Secondary Education, *Faculty Mobility, Foreign Countries, Master Teachers, *Teacher Effectiveness, *Teacher Transfer, *Teaching Conditions, Transfer Policy

Identifiers—Australia (Tasmania)

Many of the schools in regional and inland areas of Australia find it difficult to attract and maintain quality and experienced staff, as do some of the more difficult to teach in schools in urban areas. To help overcome these problems Tasmania has instituted a transfer policy for state school teachers, as

SP 036 912

had other Australian state systems. However, little research has been conducted into the impact of transfer between schools on teachers' work lives, both professional and personal. This paper looks at the impact of transfer on teaching and the problems raised for an expert teacher in changing from one school context to another in the middle of a school year. After a review of relevant literature, a model of "the expert teacher" is developed and used to confirm that this teacher fitted the prototype of expert teacher. Then, the impact of the transfer on this teacher's quality of teaching, knowledge of content and pedagogy, skills and abilities, and personal attributes is described. The paper concludes that the transfer had a mostly vitating effect on his teaching during the remaining two terms of the school year, noting that his expertise returned gradually as he began the next school year. Contains 11 references. (ND)

ED 401 227

Collinson, Vivienne

Becoming an Exemplary Teacher: Integrating Professional, Interpersonal, and Intrapersonal Knowledge.

Pub Date—Jul 96

Note—17p.; Paper presented at the Annual Meeting of the Japan-United States Teacher Education Consortium (Naruto, Japan, July 15-18, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Elementary Secondary Education, Higher Education, *Knowledge Base for Teaching, Preservice Teacher Education, *Reflective Teaching, *Teacher Education Curriculum, *Teacher Effectiveness, *Teacher Student Relationship, *Teaching Models

Identifiers—*Exemplary Teachers, Teacher Knowledge

This paper explores how exemplary teachers integrate three forms of knowledge in order to help student learn. This triad of knowledge is composed of professional knowledge (subject matter, curricular, and pedagogical knowledge), interpersonal knowledge (relationship with students, the education community and the local community), and intrapersonal knowledge (reflection, ethics, and dispositions). An extensive literature review and research with exemplary elementary, middle, and high school teachers revealed that the teachers' understanding of what it means to be a teacher involves developing and integrating professional, interpersonal, and intrapersonal knowledge in ways that allow them to structure the physical, social, and intellectual environment of their classrooms. These teachers indicated that students need to learn more than subject matter in order to be ready for life beyond the classroom. Also, development of the triad of knowledge is a lifelong process that is easier if habits and dispositions are formed when children are young. A number of ways exemplary teachers help students learn are briefly described. (Contains 29 references.) (ND)

ED 401 228

Crowther, Frank

The Image of the Teaching Profession. Queensland Teachers Discuss Ways To Enhance the Image of Their Profession.

Queensland Inst. for Educational Administration (Australia).

Report No.—ISBN-0-9592142-2-4

Pub Date—91

Note—61p.; A Research and Professional Development Project of the Queensland Institute for Educational Administration.

Available from—Queensland Institute for Educational Administration, Inc., P.O. Box 1151, Milton 4064, Queensland, Australia.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Collegiality, Elementary Secondary Education, Foreign Countries, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Professional Development, *Teacher Alienation, Teacher Selection, *Teaching (Occupation), *Teaching Conditions

Identifiers—Australia (Queensland), *Professional Image

This document reports on a project to identify and analyze the desire for professional collegiality and concerns about increasing alienation among members of the Queensland Institute for Educational Administration (QIEA). From a 3-phase workshop

involving over 500 participants, 7 major issues were identified: (1) complexity of teaching and learning; (2) selection of candidates; (3) preservice teacher education; (4) decision-making power of teachers; (5) public presentation and representation; (6) the teaching workplace; and (7) professional development and inservice education. Each issue is discussed, and specific proposals for action are recommended. The 25 proposals for action are presented to provide a framework for the revitalization and maturation of teaching as a profession, and enhancement of the image of the profession. Appendices include a list of participants, an outline of the process of the three phases, schedules for the three workshops, and outlines of the outcomes of phases one and two. (Contains 32 references.) (ND)

ED 401 229 SP 036 933

McEwin, C. Kenneth. Dickinson, Thomas S.
The Professional Preparation of Middle Level Teachers: Profiles of Successful Programs.

National Middle School Association, Columbus, OH.

Report No.—ISBN-1-56090-091-1

Pub Date—95

Note—199p.

Available from—National Middle School Association, 2600 Corporate Exchange Drive, Columbus, OH 43231.

Pub Type—Books (010)—Collected Works—General (020)

EDRS Price—MF01/PC08 Plus Postage.

Descriptors—Higher Education, Intermediate Grades, Junior High Schools, *Middle Schools, *Preservice Teacher Education, Program Effectiveness, *Teacher Education Programs, *Teaching Models

This publication focuses on 14 colleges and universities that are successfully meeting the challenge of preparing middle level teachers. After the Foreword (John H. Swaim), the 16 chapters are: (1) "Middle Level Teacher Preparation in Perspective"; (2) "Elizabeth City State University" (Eloise B. Roberts); (3) "Georgia Southwestern College" (Lynn H. Frisbie and Edgar F. Peterson); (4) "Highpoint University" (Bill Anderson and Dennis Carroll); (5) "The University of Kentucky" (John H. Buckner); (6) "The University of North Carolina at Greensboro" (John Van Hoose and David Strahan); (7) "California State University San Marcos" (Janet E. McDaniel, Francisco A. Rios, and Laura Stowell); (8) "San Francisco State University" (Marvin Silverman and Judith Fox Blomberg); (9) "University of Northern Colorado" (John Swaim and Barbara Whinery); (10) "Belmont Abbey College" (Larry Allred, Artin Arslanian, Aidan Dunleavy, and Edwin West, Jr.); (11) "University of Arkansas at Fayetteville" (Samuel Totten, Jon E. Pedersen, Sherry J. Wilson, and William Nielsen); (12) "Williamette University" (Roselyn Edelson and Karen Hamlin); (13) "Maryville University" (Mary Ellen Finch and Katharine D. Rasch); (14) "University of Wisconsin-Platteville" (Tom Lo Guidice and Martin Tadlock); (15) "The Vermont Middle Grades Professional Development Collaborative" (Judy Carr, and others); and (16) "Creating a Sustainable Future." Appendices provide course syllabi from Belmont Abbey College, Maryville University, University of Kentucky, and Vermont Middle Grades Professional Development Collaborative. Each chapter contains references. (ND)

ED 401 230 SP 036 934

McEwin, C. Kenneth. And Others
A Vision of Excellence: Organizing Principles for Middle Grades Teacher Preparation.

Center for Early Adolescence, Carrboro, NC.; National Middle School Association, Columbus, OH.

Spons Agency—DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.

Report No.—ISBN-1-56090-096-2

Pub Date—95

Note—53p.

Pub Type—Opinion Papers (120)—Reports—Research (143)—Books (010)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Curriculum Development, Educational Principles, Intermediate Grades, Junior High Schools, *Knowledge Base for Teaching, Literature Reviews, *Middle Schools, *Preservice Teacher Education, Teacher Certification, *Teacher Education Curriculum, *Teacher Effectiveness, Teacher Role, Teacher Student Relationship

Identifiers—Middle School Teachers, Teacher

RIE MAR 1997

Knowledge

This publication focuses on the knowledge base of middle school teacher preparation emphasizing organizing principles that define an excellent middle grades teacher education program. It is designed to complement the National Council for Accreditation of Teacher Education (NCATE) and National Association of State Directors of Teacher Education and Certification (NASDTEC) standards, which focus on licensure, and those of the National Board for Professional Teaching Standards (NBPTS), which define advanced certification of excellent teachers. The document begins with a historical perspective on the preparation of middle grades teachers, including licensure, recent trends, and consensus program components. Part two discusses the "wise and experienced" middle grades teacher in relation to young adolescent development, curriculum, instruction, school organization, family and community relations, and teaching roles. Part three examines three components that make up an excellent middle grades teacher preparation program within the context of school site delivery. These elements include the foundations of a teacher education program, subject area study or teaching field preparation, and elements of middle grades specialization. The document concludes with a brief discussion of the future of middle grades teacher preparation and the role of these organizing principles. (Contains 49 references.) (ND)

ED 401 231 SP 036 945

Walker, Melanie Jane
Images of Professional Development: Teaching, Learning, and Action Research. Action Research Series No. 2.

Report No.—ISBN-0-7969-1695-0

Pub Date—96

Note—259p.

Available from—HSRC Publishers, Private Bag X41, Pretoria 0001, South Africa.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC11 Plus Postage.

Descriptors—*Action Research, *Curriculum Development, Educational Change, Elementary Education, *Faculty Development, Foreign Countries, Higher Education, *Racial Factors, *Research Methodology, Teacher Educators, *Teacher Improvement

Identifiers—Reflection Process, *South Africa

The field work for this study was conducted in South Africa in 1987-1989, before the end of apartheid, but much of the critical reflection and engagement postdates the empirical research. The project examined the role of the facilitator in the process of educational change. The research involved 34 teachers from primary schools. Chapter one explores action research as a method, attending to questions of epistemology and research methods, especially the interview process, reflexivity and self-understandings, and validity. Chapter two sketches the historical terrain and sets the scene for the project action and, together with chapter three, maps conditions shaping the possibilities and the limits for teacher development. Chapter four examines the relationships established by the researcher with teachers and how these were shaped by relations of power which produced subjectivities within discursive practices. Chapters five and six consider teacher development through curriculum development, in particular exploring how the curriculum structures what pupils and teachers may say or do. Chapter six also revisits the limits and possibilities of professional development and action research, both as a contribution to developing a critical tradition of action research in South Africa and as a strategy for reconstructing inservice teacher education grounded in teacher development through reflective curriculum development. (Contains 185 references.) (ND)

ED 401 232 SP 036 946

Headley, Samuel A. And Others
Hemodynamic Responses Associated with Post-exercise Hypotension in Normotensive Black Males.

Pub Date—96

Note—43p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—*Blacks, *Blood Circulation, Exercise, *Exercise Physiology, Health Related Fitness, *Heart Rate, *Hypertension, *Males, Medical Research, Young Adults

The purpose of this study was to characterize the hemodynamic responses during recovery from

moderate intensity exercise in young Black normotensive males. Nineteen normotensive men (age 24-26 years) walked continuously on a treadmill for 40 minutes at 50-60 percent heart rate reserve. Following exercise, blood pressure (by auscultation) and hemodynamic variables (impedance cardiography) were monitored for 2 hours in a quiet room with subjects in a seated posture. During the initial 40 minutes of recovery, cardiac output was significantly greater than the pre-exercise baseline. This was mediated by heart rate, which was elevated above the pre-exercise baseline for 75 minutes. Mean systolic blood pressure (SBP) was reduced from 30 minutes to 2 hours post-exercise, compared to the pre-exercise baseline. Total peripheral resistance was depressed for 60 minutes compared to the pre-exercise baseline, but was fully recovered by 2 hours. It was concluded that in this group of young Black normotensive males, moderate intensity aerobic exercise led to a prolonged reduction in SBP through relative changes in cardiac output and total peripheral resistance. These observations have not been consistently observed by other investigators in normotensive white males under similar experimental conditions. (Contains 26 references.) (Author/ND)

ED 401 233 SP 036 947

Health-Risk Behaviors among Our Nation's Youth: United States, 1992. Vital and Health Statistics. Series 10: Data from the National Health Interview Survey, No. 192.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Report No.—PHS-95-1520

Pub Date—Jun 95

Note—60p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Numerical/Quantitative Data (110)—Reports—Research (143)

EDRS Price—MF01/PC03 Plus Postage.

Descriptors—Adolescents, *Alcohol Abuse, *Drug Use, *Health, Secondary Education, Sexuality, Student Surveys, Substance Abuse, Tables (Data), *Tobacco

Identifiers—*Health Risk Susceptibility, Health Surveys, *Risk Taking Behavior

The 1992 National Health Interview Survey—Youth Risk Behavior Survey (NHIS-YRBS) studied 13,789 youth 12-21 years of age. This report presents the data according to sex, age, Hispanic origin, and race for youth of non-Hispanic origin. The 10 data tables cover: cigarette and other tobacco use, alcohol and other drug use, sexual experience, HIV/AIDS education, runaway and homeless experiences, violence, unintentional injury control, weight control, and participation in physical activities. Analysis of the data revealed that a substantial number of U.S. youth are engaging in risk-taking behaviors that can lead to chronic disease, injury, and death. A significant proportion had smoked cigarettes (59.9 percent), drunk alcohol (67.7 percent), and used illegal drugs (31 percent). Over 60 percent of all never-married youth 14-21 years of age had engaged in sexual intercourse at least once in their lifetime; 43.9 percent had had more than one sex partner. Nearly one-half of males (48.1 percent) and 29.4 percent of females had been in a physical fight in the previous year, and nearly 1 in 4 male youth (23.8 percent) had carried a weapon in the previous month. The survey data suggest opportunities to enhance the health of youth through early intervention on the part of parents, schools, and communities. Appendices include technical notes on the survey methodology and definition of terms used in the report. (Contains 51 references.) (ND)

ED 401 234 SP 036 948

North Carolina Approved Teacher Education Programs.

North Carolina State Dept. of Public Instruction, Raleigh.

Pub Date—Dec 95

Note—94p.

Pub Type—Reports—Research (143)

EDRS Price—MF01/PC04 Plus Postage.

Descriptors—*Accreditation (Institutions), Accrediting Agencies, Criteria, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, Schools of Education, State Boards of Education, *State Standards, *Teacher Certification, *Teacher Education Programs, Universities

Identifiers—National Council for Accreditation of

Teacher Educ. *North Carolina

This publication reviews the current approval status of the 48 colleges and universities that offer programs leading to initial and advanced-level licensure and two teacher education consortia which offer teacher education programs in North Carolina. The criteria and approval process are outlined. Institutional data and the approved programs are listed for each of the 48 institutions. Programs leading to the licensure of professional school personnel exist at the fourth, fifth, sixth, and seventh year levels. Licensure at the fourth year level requires completion of an approved four-year planned program of study that culminates with the bachelor's degree. The fifth year level requires the completion of an approved program culminating in a master's degree. The sixth year level equates to completion of an approved graduate program for which the master's degree is prerequisite and culminates with the Certification of Advanced Studies. At the seventh year level, the doctoral degree is required along with the completion of an approved program for that level of licensure. Appendices include: lists of presidents, chancellors and licensure officers; National Teacher Examination requirements; North Carolina reciprocity plans; lateral entry regulations; and the National Council for Accreditation of Teacher Education (NCATE) State Protocol Agreement. (ND)

ED 401 235 SP 036 949
Titus, Dale

Teaching Democratic Values Which Balance Unity and Diversity in a Pluralistic Society.

Pub Date—Aug 96

Note—14p.; Paper presented at the Meeting of the Association of Teacher Educators (Tarpon Springs, FL, August 6, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Pluralism, Curriculum Development, *Democratic Values, Elementary Secondary Education, *Ethical Instruction, *Ethics, Literature Reviews, Political Attitudes, *Social Environment, Social Values, Teaching Methods Identifiers—*Character Education

A research-based pedagogy which emphasizes shared democratic values holds promise for promoting unity while accommodating diversity in American society. This literature review explores the role of educators in instilling democratic values that are embodied in the "American Creed": freedom, equality, justice, and human dignity for all people. Once part of education in the United States in the early 20th century, character education later fell into decline. Recent research, however, indicates a revival of interest in teaching values and ethical behavior and in ways in which values are taught directly and indirectly in U.S. schools. Research has also revealed no direct link between values and behavior, suggesting that people do not always have the courage of their convictions and that behavior modification may be a better way to change behavior and influence values. Also, values education tends to center on elementary education rather than secondary schools. Data from educational research and from practical experience of professionals indicate that integrating democratic values into the curriculum can reduce student prejudice, promote positive student attitudes toward diversity, and increase tolerance. Thirteen strategies for inculcating democratic values are recommended. (Contains 27 references.) (ND)

ED 401 236 SP 036 950
Minority Teacher Report: Report to the 1995

Oregon Legislature, Response to Oregon Minority Teacher Act of 1991, Senate Bill 122.

Oregon State Dept. of Education, Salem. Office of Educational Policy and Planning.

Pub Date—Apr 95

Note—28p.

Pub Type—Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Black Teachers, *Educational Policy, Elementary Secondary Education, *Enrollment Influences, Higher Education, Minority Groups, *Minority Group Teachers, Preservice Teacher Education, Public Schools, State Colleges, *State Legislation, Teacher Certification, Teacher Placement, *Teacher Recruitment Identifiers—*Diversity (Faculty), *Oregon

This document reports on data, covering 1976 through 1994, on the number of minorities inter-

ested in teaching and the soundness of the "pipeline," the paths leading minorities into higher education, teacher education, and successful placement in a classroom. The data were analyzed according to 10 indicators, arranged in 3 groups. The first group surveyed progress up to the baccalaureate level, focusing on the number of minority students enrolled in community colleges, and those applying to, accepted by, and graduating from public four-year institutions. The second group of indicators followed minority students through the pipeline to the achievement of certification as teachers, including the number applying to teacher education programs, the number accepted and enrolled in those programs, the number completing the programs, and the number receiving certification as a result of their professional training. The third group of indicators measured the changing racial and ethnic composition of education professionals, showing newly employed minority teachers and minority teachers already in the classroom. Data are presented in nine tables. The "Minority Teacher Act of 1991 Senate Bill 122" is appended. (ND)

ED 401 237 SP 036 951
Creating a Culture of Quality and Credibility in Teacher Education. A Call to Action.

Association of Teacher Educators, Reston, Va. Pub Date—96

Note—13p.

Available from—Association of Teacher Educators, 1900 Association Drive, Suite ATE, Reston, VA 22091-1502 (\$5).

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, College School Cooperation, Educational Change, Elementary Secondary Education, Higher Education, Partnerships in Education, *Preservice Teacher Education, Program Effectiveness, *Quality Control, *Standards, *Teacher Education Programs, Teacher Effectiveness

The Association of Teacher Educators (ATE) Commission on Quality Standards and Enhancement of Teacher Education was commissioned in 1993 to study and disseminate information on the status and effectiveness of college/university-based preservice teacher education programs. This document summarizes the contents of the Commission's full report. The first section examines seven key areas of current teacher education programs, based in colleges or universities, in partnership with local schools. Section two addresses the impact on teacher education of the movement to enhance quality and strengthen accountability through the setting of performance, discipline, and current standards. The third section outlines 13 specific recommendations for action by the education community. These recommendations are based on three principles established by the Commission: (1) all teacher education programs should meet a high level of quality, well beyond minimum standards; (2) multiple types of evidence on the effectiveness of teacher education programs must be developed and maintained at the program, state, and national levels; and (3) an ongoing, targeted dissemination and public information plan is needed to promote the image and stature of teacher preparation. (ND)

ED 401 238 SP 036 952
Collinson, Vivienne

Teachers as Learners: Exemplary Teachers' Perceptions of Personal and Professional Renewal.

Report No.—ISBN-1-880921-78-2

Pub Date—94

Note—175p.

Available from—Austin & Winfield Publishers, 7831 Woodmont Avenue, #345, Bethesda, MD 20814; (800) 55-PUBLISH (paperback: ISBN-1-880921-78-2, \$39.95; clothbound: ISBN-1-880921-79-0: \$59.95).

Pub Type—Books (010) — Reports - Research (143)

Document Not Available from EDRS.

Descriptors—Case Studies, *Educational Philosophy, Elementary Education, Elementary School Teachers, Ethics, Females, *Individual Development, Inservice Teacher Education, Master Teachers, *Professional Development, Teacher Attitudes, *Teacher Characteristics, Teaching Conditions, *Teaching Experience, Urban Schools

Identifiers—Exemplary Teachers, *Teacher Renewal

Research indicates that exemplary teachers share various characteristics, including a desire for contin-

uous renewal. This book reports on a study to investigate exemplary teachers' personal and professional renewal throughout their career and selected factors that have enabled and/or constrained their renewal. The study involved six participants; female, veteran elementary school teachers in an urban setting. Several themes emerged from the data. First, participants considered learning for themselves and others of primary importance. Second, teachers' personal renewal as well as their wider community and professional contacts helped them keep their work in perspective. Third, organizational factors that enabled and/or constrained teachers' renewal included collegiality, the principal, district support, and resources. Results of the investigation suggested several characteristics shared by these teachers: (1) a disposition to question, reflect, seek alternatives, weigh consequences, and move toward increasingly good judgment; (2) knowledge of children, curriculum, the workplace, and the community; (3) a deep belief that education is important and that teachers can make a difference in the lives of some children; (4) an appreciation of the whole educational community; and (5) an explicit set of ethics that the teachers value and teach to their students. Appendices include the nomination form, interview schedules, a list of professional development activities for teachers, and questionnaire results. (Contains 178 references.) (ND)

ED 401 239 SP 036 953
Bell, Edwin D. Munn, Geraldine C.

Preparing Teachers for Diverse Classrooms: A Report on an Action Research Project.

Pub Date—Jun 96

Note—40p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*College School Cooperation, *Cultural Differences, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Knowledge Base for Teaching, Minority Group Children, *Multicultural Education, *Partnerships in Education, *Preservice Teacher Education, *Teaching Models Identifiers—*Diversity (Student), Teacher Knowledge

This paper reports on a collaborative effort to achieve the following objectives: (1) identify attitudes, knowledge, and skills teachers need to educate effectively all students in a culturally diverse classroom; (2) develop models of preservice and inservice education that will provide education and socialization necessary for effective education of multicultural student populations; and (3) identify the systemic issues that must be addressed to implement the models successfully. Project participants (all in North Carolina) were the School of Education at East Carolina University, Barton College, Elizabeth City State University, the Northeast Technical Assistance Center, the Pitt County Schools, and the Bertie County Schools. The knowledge (personal/cultural, mainstream academic, transformative, and school knowledge) needed to prepare teachers for diverse classrooms is discussed, along with models for preservice and inservice teacher education. The multicultural components of the Model Clinical Teaching Program (MCTP) at East Carolina University are examined as the basis of a preservice model to prepare teachers using inservice teachers to create curriculum modules to help prepare preservice teachers for culturally diverse classrooms. The project was successful in that it achieved the three objectives; however, the level of collaboration among the participants that was originally anticipated did not occur. Appendices, which comprise two-thirds of the document, include: competency goals for the MCTP; course outlines and bibliographies for the two graduate courses; introspective guidelines; multiculturalism evaluation survey form; and a simulation exercise. (Contains 22 references.) (ND)

ED 401 240 SP 036 954

Gilbert, Sharon L. Steffy, Barbara J.

Rights versus Responsibilities: Training Individuals with Learning Disabilities in the Teaching Profession.

Pub Date—Aug 96

Note—31p.; Paper presented at the Summer Workshop Meeting of the Association of Teacher Educators (Tarpon Springs, FL, August 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Avail-

able from EDRS.

Descriptors—Admission Criteria, Elementary Secondary Education, *Equal Education, Equal Opportunities (Jobs), Higher Education, *Learning Disabilities, Preservice Teacher Education, Standards, Teacher Certification, *Teacher Competencies, *Teacher Qualifications, *Teachers with Disabilities, *Teaching (Occupation)

Identifiers—*Americans with Disabilities Act 1990

This paper reports on a survey concerning the essential functions of teaching and the rights of individuals with learning disabilities to become teachers. The major issues of the study were: (1) the essential functions of a teacher; (2) whether minimum competency is being tested for candidates seeking certification to teach; (3) whether accommodations should be provided on certification tests for teachers; and (4) if so, which accommodations should be provided for teachers with learning disabilities. The 127 respondents were primarily educators in rural and small cities in Illinois. Several conclusions were suggested by the data. First, members of the education community must establish the essential functions of teaching in order to set standards for competency in teaching, and be sure that the standards are followed. Second, teacher educators and administrators are unable to deny admission to teacher education programs to individuals who may not be entirely qualified to teach but "try hard," and it is difficult for them to admit that, in spite of their best efforts, they may not be able to help an individual become a competent teacher. Third, although the Americans with Disabilities Act is aimed at giving equal opportunity to individuals with disabilities, it does not support placing an unqualified individual with a learning disability in a classroom. (Contains 19 references.) (ND)

ED 401 241 SP 036 956

Promoting Achievement in School through Sport. Four-Year Impact Study and Summary Report Covering Data from 1991-92, 1992-93, 1993-94, and 1994-95 School Years.

American Sports Inst., Mill Valley, CA.

Pub Date—Jan 96

Note—10p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Athletics, Curriculum Development, *Extracurricular Activities, *Grade Point Average, High Schools, High School Students, *Interdisciplinary Approach, *Student Improvement, Student Motivation

Identifiers—*Promoting Achievement in School through Sports

The Promoting Achievement in School through Sport (PASS) program is a year-long high school course that uses sports to enhance academic achievement. PASS features an integrated curriculum that addresses the student physically, mentally, and behaviorally, and an interdisciplinary approach combining language arts, philosophy, social studies, psychology, and physical education. The grade point average (GPA) is the primary measurement for evaluating the program using demonstrable student results. This report presents data collected in PASS programs at several California high schools over a 4-year period. PASS students at all schools were matched with students in a control group based on gender, grade level, and ethnicity. Analysis of the study data revealed that for each year, PASS students outperformed those in the control group on all of the applicable measures, including GPA and academic eligibility for extracurricular activities: 47 percent more PASS students than control group students increased their grades, with twice as many PASS students increasing their GPA by a full point; 43 percent more control students had their grades go down. PASS students were 85 percent more likely to regain their eligibility during the school year, and control group students were 24 percent more likely to lose eligibility. Study findings confirm that by participating in the PASS program, high school students improve their academic performance as measured by overall GPA. Study data are summarized in tables. (ND)

ED 401 242 SP 036 957

Life-Skills Curriculum, Grades 7-12 for Drug-Free Schools and Communities Program. Teacher Guide.

Troy State Univ., Montgomery, AL.

Spons Agency—Department of Education, Washington, DC.

Pub Date—93

RIE MAR 1997

Note—240p.

Available from—Troy State University Montgomery, P. O. Box Drawer 4419, Montgomery, AL 36103-4419.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Planning, *Class Activities, *Communication Skills, Conflict Resolution, Curriculum Guides, Decision Making, *Lesson Plans, Secondary Education, *Self Concept Measures, *Self Esteem, Self Evaluation (Individuals), *Stress Management, Values

Identifiers—Conflict Management, Life Planning

This is a compilation of many separately-paginated documents, class and learning activities, and teaching aids designed to help develop confidence-building skills in junior and senior high school students. The documents, intended for both students and teachers, but without any real instructions for teachers, include case studies, quizzes, self-assessment instruments, exercises, lesson plans, and helpful hints. Topics covered include stress management, conflict management, improving communication skills, self-esteem, values, career, and life-planning skills, and decision making. (Contains 37 references.) (ND)

ED 401 243

SP 036 960

Daniel, Eileen. Integrating New Technologies into the Faculty of Education Resource Centre.

Pub Date—Jul 94

Note—25p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computers, *Educational Technology, *Electronic Libraries, Foreign Countries, Higher Education, *Information Technology, Instructional Materials, Internet, *Learning Resources Centers, Media Selection, Preservice Teacher Education, Schools of Education, *Teacher Education Curriculum, Teacher Educators

Identifiers—Computer Resources, *York University ON

This project examines the technological resources and their organization in the Education Resource Centre of the Faculty of Education at York University (Ontario). Research was conducted at four education resource centers in other Faculties of Education and in six resource and computer centers of various types in schools. Analysis of the data resulted in a set of concepts to be considered in organizing and using technology relative to resource centers and a snapshot of material currently in use. The first section of the report covers student resource needs, provision of education resource material, resource center organization, recommendations, and a list of centers visited. The second section explores current technological resources in education resource centers including hardware and other equipment, software (tool software, CD Roms, and other formats), remote resources available through telecommunications, and selection resources and reviews. (Contains 22 references.) (ND)

ED 401 244

SP 036 971

Poliner, Elizabeth, Comp. Graduate Students as Change Agents: Nova Southeastern University Student Contributions to the Educational Resources Information Center (ERIC), 1992-1995.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

Pub Date—Feb 96

Note—485p.; For edition covering earlier years, see ED 343 894.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Administrator Education, Annotated Bibliographies, Bibliographic Databases, Bibliographic Records, *Educational Change, *Educational Research, Elementary Secondary Education, Higher Education, *Practicum Papers, *Student Research, Teacher Education Curriculum, Teacher Education Programs

Identifiers—ERIC, Nova University FL

As part of its commitment to the creation of change agents, Nova Southeastern University requires that its candidates for graduate education degrees complete practicums and Major Applied Research Projects (MARPs) that are work- and community-based problem-solving research projects. A primary dissemination vehicle is the inclusion of

exemplary Practicum and MARP reports in the Educational Resources Information Center (ERIC) database. This document is a computer-produced bibliography with abstracts of the 562 practicum reports added to the ERIC database by Nova Southeastern University during 1992-1995. (JLS)

ED 401 245

SP 036 976

Norris, Joe, Comp. McCammon, Laura, Comp. Voices from the Classroom: Using Case Study Narratives in Building Reflective Communities in Pre-Service Teacher Education. A Dramatic Reading.

Pub Date—12 Apr 96

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Education, *Case Studies, Dramatic Play, Elementary Secondary Education, Foreign Countries, Higher Education, *Methods Courses, Preservice Teacher Education, *Reflective Teaching, Student Participation, Student Teaching, *Teaching Methods

Identifiers—*Case Method (Teaching Technique), University of Alberta (Canada)

This dramatic reading was created from the questions generated by a class of drama education majors at the University of Alberta (Canada) and is used to describe a case study assignment approach to teacher education in drama. Education in a democratic society is underpinned with the willingness to listen. The mythology which claims that the gulf between theory and practice is natural and inevitable is hard to break. However, the situation challenges educators to bridge the gap in order to make what is said relevant and appropriate. This paper proposes that the voices of the teacher educator can intertwine with those of students and practicing teachers, creating a polyphony of acceptable voices which form the foundation of democratic education. Through the use of exemplars, reflective writing assignments, and focus instructions, drama education students were asked to write cases which documented an issue about themselves and teaching. Each case was to describe a series of incidents, use drama education theory, general education theory, and class discussions to analyze and/or interpret what took place. A crucial part of the case study assignment was student reflection about the incidents described in the case. (JLS)

ED 401 246

SP 036 978

Gillaspie, Lynn C. And Others. Classrooms as Democratic Communities.

Pub Date—96

Note—10p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Tarpon Springs, FL, August 3-7, 1996).

Pub Type—Speeches/Meeting Papers (150) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Classroom Techniques, *Democratic Values, Elementary Secondary Education, Higher Education, Participative Decision Making, Preservice Teacher Education, *Reflective Teaching, Self Evaluation (Individuals), *Teacher Education Curriculum

A classroom presents the perfect opportunity for teachers and teacher educators to perpetuate the all-encompassing idea of democracy. A democratic classroom requires of all its participants that they welcome joint decision-making, be committed to a dynamic common good, have the necessary skills, be open to other points of view, be committed to democratic ideals, and be ready to take risks. In theory and practice, democratic classroom communities operate on a continuum with different degrees of democracy. Certain instructional strategies support authentic experiences in the teacher education classroom: (1) partnership with public schools, such as professional development schools; (2) use of case studies; (3) democratic practices in student opportunities for self-assessment and choice; (4) cooperative learning and conflict resolution; and (5) service-related field experiences. As students progress through the teacher education program, they would continue to work in a variety of cooperative learning situations and to have several role models to observe. Preservice teachers are urged "to care, to give, and to serve," thereby actively participating in democracy and its ideals. (JLS)

ED 401 247 SP 036 980

Ehrenberg, Ronald G. And Others

Do Teachers' Race, Gender, and Ethnicity Matter? Evidence from the National Educational Longitudinal Study of 1988. RAND Reprints.

Rand Corp., Santa Monica, CA. Inst. on Education and Training.

Report No.—RAND/RP-412

Pub Date—95

Note—19p; Reprinted with permission from "Industrial and Labor Relations Review" v48 n3 p547-561 Apr 1995 (see also, EJ 500 811).

Available from—Distribution Services, RAND, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138; URL: <http://www.rand.org>; fax: (301) 451-6915; Internet: order@rand.org.

Journal Cit—Industrial and Labor Relations Review; v48 n3 p547-561 Apr 1995

Pub Type—Journal Articles (080) — Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, Cultural Background, *Ethnicity, *Racial Factors, Secondary Education, Secondary School Students, Secondary School Teachers, *Student Evaluation, *Teacher Characteristics, Teacher Influence, Teacher Student Relationship

Identifiers—*Gender Issues, *National Education Longitudinal Study 1988

Data from the National Educational Longitudinal Study of 1988, were used in this study to show that the match between teachers' race, gender, and ethnicity and those of their students had little association with how much students learned, but that in several instances, the match seemed to have been a significant determinant of teachers' subjective evaluations of their students. For example, test scores of white female students in mathematics and science did not increase more rapidly when the teacher was also a white female than if the teacher was a white male. However, white female teachers evaluated their white female students more highly than did white male teachers. In this study, analyses of students' gain scores for each subject area are restricted to White, Black, and Hispanic students who were enrolled in public schools in both 8th and 10th grades, who took the same subject area tests, and for whom teacher characteristics, school variables, and parental survey responses were all present. Tables and discussions of them include: (1) mean 8th grade test scores by gender, race, and ethnicity, as well as mean adjusted gain scores by gender, race, and ethnicity of students between the 8th and 10th grades; (2) racial, ethnic, and gender distribution of 10th grade students, teachers, by student group and subject matter; (3) impact of 10th grade teachers' gender, race, and ethnicity on students' gain scores; (4) mean teacher subjective evaluation of students' scores by subject matter and gender, race, and ethnicity; and (5) impact of teachers' gender, race, ethnicity on their subjective evaluation of students. (Contains 17 references.) (JLS)

ED 401 248 SP 036 981

Hillkirk, Keith And Others

School-University Partnerships in a Rural Context.

Pub Date—96

Note—22p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College School Cooperation, Distance Education, Elementary Education, Elementary School Teachers, *Field Experience Programs, Higher Education, *Partnerships in Education, Preservice Teacher Education, Professional Development, *Program Development, Public Schools, *Rural Schools, Student Teachers, *Teacher Education Programs, Teacher Educators, Teaching Experience

Identifiers—*Ohio University

The College of Education of Ohio University has developed a number of partnerships with public schools in southeastern Ohio. The partnerships described share at least six common threads: (1) a beginning in informal conversation; (2) a shared set of goals; (3) an early focus on preservice teacher preparation; (4) a gradual expansion towards collaboration on professional development, proposal writing, and other common endeavors; (5) openness to creative and flexible rewards and incentives; and (6) minimal up-front investment. The efforts include: the Teacher Education for Civic Responsibility (TECR) Program, now called the Creating Active

and Reflective Educators (CARE) Program; a program that includes professional development for classroom teachers; proposal development; the Appalachian Distance Learning Project, a fiber optic network that links three third-grade classrooms with the College of Education; and teaching of college course work by classroom teachers and district administrators. This effort also includes year-long professional development workshops and preservice field experience. The partnership experiences have shown that: little initial financial support is required; beginning informally and small is best; and recognizing the diversity between university and public school cultures is necessary. Existing partnerships are being strengthened to enhance partnerships that center around student teaching and teacher induction, and teacher research is being supported in problems arising directly from teaching practice. (JLS)

ED 401 249 SP 036 986

Merryfield, Merry M.

In the Global Classroom: Teacher Decision-Making and Global Perspectives in Education.

Pub Date—4 Apr 94

Note—32p; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4, 1994). Contains small type.

Pub Type—Speeches/Meeting Papers (150) — Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Classroom Techniques, *Critical Thinking, *Cultural Pluralism, *Decision Making, Elementary School Teachers, Elementary Secondary Education, *Global Approach, Higher Education, *Multicultural Education, Political Issues, *Reflective Teaching, Secondary School Teachers, Social Problems

Classroom teachers and teacher educators involved in implementing global education in schools have described their efforts as making connections across cultures and civilizations and across global issues instead of teaching them separately; identifying historical antecedents to current world issues and problems; linking global content to the lives of one's students; and teaching tolerance and appreciation of cultural differences. Research was undertaken to learn: the major principles guiding teachers' instructional decision-making as they teach about the world and the contextual factors identified as most important in influencing these principles. The study began with observation of 6 teachers (2 elementary, 2 middle, and 2 secondary) from a large urban district and 6 teachers from a small, affluent, suburban district during the 1990-91 academic year. Follow-up interviews were held after each class with each teacher. Several guiding principles were found: (1) study diverse cultures and emphasize multiple perspectives, comparisons, and tolerance; (2) use major themes to organize and integrate global content; (3) have students make connections across time and space; (4) connect content to students' lives; (5) emphasize skills in higher level thinking and research; and (6) employ a variety of teaching strategies and instructional resources. Underlying these approaches was a common belief in cultural diversity as positive and a focus on skills in higher level thinking, research, and decision-making. (Contains 47 references.) (JLS)

ED 401 250 SP 036 988**An Integrated Framework To Enhance the Quality of Teaching in Alberta. A Policy Position Paper.**

Alberta Dept. of Education, Edmonton.

Pub Date—96

Note—28p.

Available from—Teacher Certification and Development Branch, Alberta Education, Devonian Building, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 Canada; URL: <http://ednet.edc.gov.ab.ca>.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Improvement, Elementary Secondary Education, Foreign Countries, Higher Education, Preservice Teacher Education, Professional Development, *Standards, State Licensing Boards, *Teacher Certification, *Teacher Competencies, *Teacher Evaluation, *Teacher Improvement, Teacher Qualifications

Identifiers—*Alberta

Following a review of Alberta (Canada) provincial policies related to teacher preparation, certification, evaluation, and professional development, the Council on Alberta Teaching Standards advised the

Minister of Education on ideas that should be included in a framework to improve educational quality. The policy positions outlined in this paper reflect the Minister of Education's commitment to a provincial policy framework that guides individual, cooperative, and collaborative actions to enhance the quality of education provided to all Alberta students. This paper specifies the steps for enhancing the quality of teaching in Alberta, including: (1) The Quality Teaching Standard and descriptors of quality teaching to be used as guides in teacher preparation programs, teaching, teachers' initial and ongoing professional growth, and teacher evaluation; (2) improved teacher preparation with support for ongoing collaboration to improve teaching and establish procedures to assure the effectiveness of teacher preparation and competencies; (3) teacher certification and amending the Certification of Teachers Regulation to specify both academic and competency requirements for interim and permanent certification; and (4) teacher evaluation and professional development. Appendix A includes descriptions of elements in quality teaching; required knowledge, skills, and aptitudes; and certification implementation. (JLS)

ED 401 251 SP 036 989

Renyi, Judith

Teachers Take Charge of Their Learning. Transforming Professional Development for Student Success [and] Executive Summary.

National Foundation for the Improvement of Education, Washington, D.C.

Spons Agency—George Gund Foundation, Cleveland, Ohio; John D. and Catherine T. MacArthur Foundation, Chicago, IL; Pew Charitable Trusts, Philadelphia, PA.

Pub Date—96

Note—146p.

Available from—National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, DC 20036-3207.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Elementary Secondary Education, Financial Support, *Inservice Teacher Education, Mentors, Partnerships in Education, *Professional Development, Public School Teachers, Standards, Teacher Collaboration, Teacher Competencies, *Teacher Improvement

A national survey of more than 800 teachers found that these teachers' top reason for participating in professional development is to bolster their ability to help students learn; almost 3 in 4 said they engage in professional growth to improve student achievement; and a majority (55 percent) said they participate in professional development to improve their teaching skills. This report explores the conditions and policies needed to incorporate teachers' learning into their daily work in the schools. It identifies the incentives, processes, policies, and structures that support wise, shared decisions about teachers' own learning and that of their colleagues so that they will be better able to serve their students. The research base is clear for both beginning and experienced teachers: sustained teacher learning connects directly with student results. Findings from this study indicate that providing for effective professional development requires: (1) flexible scheduling; (2) extended school year for teachers; (3) school-based professional development; (4) standards and accountability; (5) balancing individual teachers' and school needs for learning; (6) peer assistance and review; (7) expanded role for teachers; and (8) induction of teachers. Two appendices provide the sources of this report and a list of other organizations. (Contains 297 references.) (JLS)

ED 401 252 SP 036 997

Irby, Beverly J., Ed. Brown, Genevieve, Ed.

Women as School Executives: Voices and Visions.

Texas Association of School Administrators, Austin.

Texas Council of Women School Executives.

Pub Date—95

Note—214p; For related publication, see ED 383 101.

Available from—Texas Council of Women School Executives, Texas Association of School Administrators, 406 East 11th St., Austin, TX 78701-2617.

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Administrator Education, *Administrator Selection, *Educational Administration, Elementary Secondary Education, Employment

Patterns, *Equal Opportunities (Jobs), Females, Higher Education, *Leadership, Leadership Styles, Professional Development, School Administration, Sex Bias, Sex Discrimination, *Women Administrators

Identifiers—Texas

This book contains 32 chapters in two sections as follows: "The Politics of Sex as a Category of Analysis in the History of Educational Administration" (J. Blount); "Women Leaders in Education: Who Are They and How Do They Compare?" (S. Gupta and G. Appelt Slick); "Fe/Male Leadership: The Role of Communication" (R. Papelewis and D. Yerkes); "Women in Education: Are We Perpetuating Societal Attitudes By Moving Toward an Androgynous Leadership Style?" (C. Tyree); "Attitudes Toward Women Administrators Among School Board Members: A Current Perspective" (M. Criswell and L. Betz); "A Leadership Perspective from Women Superintendents" (L. Hampton Wesson and M. Grady); "Leadership Styles of School Administrators in the Panhandle of Texas: A Comparative Study" (B. Beyer-Houda and C. Ruhl-Smith); "Female Principals: Communicators of Quality for the 90s and Beyond" (C. S. Carr); "Women in Power: Lessons on Leadership Development" (B. Braun); "Women as School Executives: The Winter and the Warm" (C. Funk); "Challenges For Women of Color in Historically Black Colleges and Universities" (B. Sanders Dede and L. B. Poats); "Female and Male Administrators' Perceptions of Parent Involvement" (T. Campbell); "Raise the Glass Ceiling: Women Administrators in Colleges and Universities" (B. Watwood); "Women in Leadership...The Future Edge" (B. Erwin and K. Harmless); "Leadership, Gender, and Emotionality: Yesterday, Today, and Tomorrow" (M. Reese); "The Feminine Agenda: Transformational and Creative Leadership" (T. Langford); "Women's Leadership and Transformational Practices" (J. Hudson); "Women's Voices: New Insights" (J. Prouty); "Dealing with Informal Power Structures: Effective Strategies for Female Administrators" (L. Skrla); "Building a Network for Women in Educational Administration" (M. Grady); "Strengths Women Bring to Site-Based Decision Making" (G. Schroth); "Women in Higher Education: Dealing with Institutional Constraints" (R. Watkins, L. Gillaspie, and Others); "Breaking Traditions: Support for Women in Higher Education" (L. Gillaspie, L. Stokes, and Others); "Dealing with Gender Differences in Communication and Leadership Style" (W. Kurtz and M. Boone); "Women and Minorities in Educational Administration" (L. Hampton Wesson); "So You Want to be a School Superintendent?" (V. Kivell); "Women Candidates for the Superintendent: Board Perspectives" (M. Groan and M. E. Henry); "Reflections for Women in Transition: Looking Back to Job Changes" (M. Czaja); "Women in Higher Education Leadership Positions" (L. A. Nutt and C. L. Berry); "Mirrors, Brick Walls, and See-Through Panels: An Exploration of Some of the Barriers to Leadership Opportunities for Women" (A. Pankake); "A Career Advancement Technique for Women: The Administrative Portfolio" (G. Brown and B. J. Irby); and "A Quiet Resistance: Critiquing Gender Issues in Public Schools" (L. Patterson). (JLS)

ED 401 253

SP 036 998

Areglado, Ronald J. And Others

Learning for Life: Creating Classrooms for Self-Directed Learning.

Report No.—ISBN-0-8039-6386-6

Pub Date—96

Note—187p.

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (hardback: ISBN-0-8039-6385-8; paperback: ISBN-0-8039-6386-6).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Administrator Role, Class Activities, Classroom Techniques, *Cognitive Style, Educational Innovation, Elementary Education, Elementary School Students, Elementary School Teachers, *Learner Controlled Instruction, *Learning Strategies, *Student Motivation, Teacher Role, *Teacher Student Relationship, Teaching Methods, *Teaching Styles

This book explores concepts and methods of self-directed learning (SDL), documenting and illustrating the SDL methodology with practical examples. SDL is a synergistic process in which a

teacher helps learners use various strategies and perceptual skills to learn on their own, become more responsible for their learning, and take charge of their own lives. SDL enables learners not only to acquire knowledge of subject matter, but also to understand themselves and their work habits, perceptions, aspirations, value systems, and potential. SOL helps students rely on their own learning power instead of depending solely on the teacher, and teaches them how to work cooperatively with others. The eight chapters define and compare SDL with traditional schools; examine self-directed learners and changing student perceptions; describe an SDL classroom; explore the teacher's role and the principal's role in SDL; and outline how to become a SDL school. A glossary and additional exercises are included. (Contains 47 references.) (ND)

ED 401 254

SP 036 999

Mawer, Mick. Ed.

Mentoring in Physical Education: Issues and Insights.

Report No.—ISBN-0-7507-0565-5

Pub Date—96

Note—249p.

Available from—Falmer Press, Taylor & Francis, 1900 Frost Rd., Suite 101, Bristol, PA 19007-1598 (\$24.95).

Pub Type—Books (010) — Collected Works - General (020)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Beginning Teacher Induction, College School Cooperation, Elementary Secondary Education, Foreign Countries, Higher Education, *Mentors, *Partnerships in Education, *Physical Education, Physical Education Teachers, Preservice Teacher Education, *Student Teaching, Teacher Education Curriculum, *Teacher Role Identifiers—Australia, United Kingdom, United States

These chapters describe partnerships and mentoring programs in the United Kingdom for initial teacher education. Part 1: The Context contains two chapters: "Partnerships in School-Based Training: The Implications for Physical Education" (Patricia Shenton and Elizabeth Murdoch); and "What Is Mentoring?" (Michael Taylor and Joan Stephenson). Part 2: An insight into the Trainee's Perspective contains five chapters: "Changes in Physical Education Students' Anxieties and Concerns on School Experience: A Longitudinal Study" (Susan Capel); "Trainees' Concerns, Experiences and Needs: Implications for Mentoring in Physical Education" (Colin Hardy); "An Account of Laura's First Term on a School-Based PGCE Course" (Emma Tait); "Learning To Teach Physical Education in the Primary School" (Mick Mawer); and "Trainees' Views of Mentoring in Physical Education" (Chai Kim Yau). Part 3: Issues Concerning the Role of the Mentor contains four chapters: "Physical Education Mentors' Needs" (Ros Phillips, Ann-Marie Latham, and Joanne Hudson); "Supporting the New Generalist Teacher in the Teaching of Physical Education in the Primary School" (Mick Mawer); "Working Together: Roles and Relationships in the Mentoring Process" (Joanne Hudson and Ann-Marie Latham); and "Pedagogical Content Knowledge and Critical Reflection in Physical Education" (Tony Rossi). Part 4: An International Perspective contains two chapters: "Mentoring in the Australian Physical Education Teacher Education Context: Lessons from Cooking Turkeys and Tandoori Chicken" (Richard Tinning); and "Mentoring within Physical Education Teacher Education in the USA: Research Trends and Development" (Deborah Tannehill and Deborah G. Coffin). Chapters contain references. (JLS)

ED 401 255

SP 037 000

Elementary Health: Authorized Resources Annotated List.

Alberta Dept. of Education, Edmonton. Curriculum Standards Branch.

Report No.—ISBN-0-7732-1977-3

Pub Date—96

Note—114p.

Available from—Alberta Education, Curriculum Standards Branch, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2 Canada.

Pub Type—Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Curriculum Guides, Elementary Education, *Elementary School Curriculum, Foreign Countries, *Health Education, *Instructional Ma-

terials, Media Selection, *Resource Materials, Teaching Guides, *Textbook Content, Textbook Selection

Identifiers—Alberta

This comprehensive, annotated resource list is designed to assist in selecting resources authorized by the Alberta (Canada) Education Department for the elementary health classroom (Grades 1-6). Within each grade and topic, annotated entries for basic learning resources are listed, followed by support learning resources and authorized teaching resources. The program of studies for elementary health is organized around five themes that are taught at each grade level. These are Self-Awareness and Acceptance, Relating to Others, Life Careers, Body Knowledge and Care, and Human Sexuality (Grades 4-6). Materials are selected based on these criteria for acceptability: curriculum fit and instructional design; tolerance and understanding; developmental analysis; physical properties; cost; and Canadian content. The annotated list of resources includes descriptive abstracts for each item. Lists of Withdrawals of Authorized Resources, suppliers, regional resource and urban media centers, and other sources of information for health teachers are also included, with an index to titles and series. (JLS)

ED 401 256

SP 037 001

Smith, David A. Herman, William E.

A Division III Student-Athlete Academic Support Program Model.

Pub Date—Aug 96

Note—8p. Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Athletes, Athletic Coaches, Career Counseling, *College Athletics, College Students, Higher Education, *Social Support Groups, Student Adjustment, *Student Educational Objectives, Student Motivation, *Tutorial Programs

Varsity student-athletes (SAs) in National Collegiate Athletic Association member institutions encounter obstacles to their academic achievement that non-athletes do not, such as time for physical training and practice, and travel away from campus for games. A program is described that provides support for SAs. The Student-Athlete Academic Support Program (SAASP) originated in 1994 and is based on a single goal: that all of the institution's SAs "graduate prepared." The program content includes: (1) "career maturity" or knowing what careers are available, knowing the academic prerequisites for careers of interest, and spending time with someone in the target career; (2) a grade point average sufficiently high for competitive graduate admission, and study skills competence; and (3) developing a self-image as a student-scholar. The objective of the SAASP is to improve the academic performance, retention, and graduation rate of all SAs. Existing staff, academic coordinators for each sport, are part of the program team. They are immediate role models for the SAs and enhance the SAs' internalization of an academic identity. A close relationship is also maintained with the college career planning office through regular meetings with its staff and SAs. Mandated study-time, study skills workshops, and tutoring services are additional components of the program. (JLS)

ED 401 257

SP 037 002

Responding to HIV and AIDS. A Special Publication for NEA Members.

National Education Association, Washington, DC. Health Information Network.

Spons Agency—Center for Disease Control (DHHS/PHS), Atlanta, Ga.

Pub Date—May 96

Note—45p.

Available from—National Education Association Health Information Network, 1201 16th Street, NW, Suite 521, Washington, DC 20036.

Pub Type—Reports - Research (143) — Guides - Non-Classroom (055) — Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, *Communicable Diseases, *Disease Control, Grief, *Health Education, *Health Materials, Higher Education, *Public Health, Secondary Education, Viruses

Identifiers—*Health Information

The primary goal of this handbook is to provide basic information about human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). It incorporates information on different facets of the HIV pandemic drawn from various sources. Section one addresses facts about the transmission of HIV, the virus that causes AIDS, and how the virus is spread. The second section provides a description of the HIV antibody testing process. Section three outlines proper methods for handling body fluids when someone becomes injured or ill during the school day. Section four offers concrete suggestions on how to help infected people. The final section discusses the processes of grief and mourning that people may experience at the death of a loved one. Resources provided include national hotlines, state HIV education contacts, national HIV education programs, publications, online resources, videotapes, and special events. (ND)

ED 401 258

SP 037 003

Williams, Anne

Teaching Physical Education: A Guide for Mentors and Students. Quality in Secondary Schools and Colleges Series.

Report No.—ISBN-1-85346-427-9

Pub Date—96

Note—130p.

Available from—David Fulton Publishers, Taylor & Francis, 1900 Frost Rd, Suite 101, Bristol, PA 19007-1598 (\$24.95).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Beginning Teacher Induction, *Classroom Observation Techniques, Classroom Techniques, *Cooperating Teachers, Elementary Secondary Education, Equal Education, Foreign Countries, Higher Education, Lesson Plans, *Mentors, *Physical Education, *Physical Education Teachers, Preservice Teacher Education, *Student Teaching, Teacher Role, Testing

Identifiers—United Kingdom

This book is intended as a resource for those involved with the support and training of physical education student teachers. While physical education staff have always played an important role in supporting student teachers, the changed context within which teachers are now working with students means that the role has both changed and been extended. Students spend a longer time in schools and schools have assumed greater responsibility for training activities formerly undertaken solely by universities and colleges. Special emphasis is given to the role of the teacher as mentor and the concept of partnership between the teacher and student teacher. Elements of successful mentoring include: planning, guidance, support, promotion of student learning and progress, and opportunities for the student to observe practice and provide feedback as well as to receive feedback on their performance. Chapters cover the following topics: the teaching process; planning for effective teaching; teaching styles; assessing pupils; entitlement to learning for all—equal opportunity issues; helping students to learn from observation; collaborative teaching; observing lessons and giving feedback; and assessing teaching competence. A bibliography of readings and references is included. (JLS)

ED 401 259

SP 037 004

Connections. The Colorado Comprehensive Health Education Act of 1990, 1994-95 End of Year Report.

Colorado State Dept. of Education, Denver.

Pub Date—Jan 96

Note—34p.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Child Health, *Comprehensive School Health Education, *Cooperative Programs, Elementary Secondary Education, *Health Programs, Integrated Services, Models, School Community Relationship, *School Health Services, *State Legislation, State School District Relationship, Statewide Planning

Identifiers—*Colorado

During the years 1991-1995, through planning efforts in local communities, a successful model has been created for the implementation of the Colorado Comprehensive Health Education Act (1990). Three key components of the Colorado model are: (1) the establishment of local health advisory committees; (2) the administration of local needs assess-

ments; and (3) the design of local strategies and resources. The role of state agencies and organization is to support the local use of programs in policy, advocacy, awareness, training, and evaluation needs. Twenty-six local school communities involved in these initiatives were funded as pilot programs to plan or enhance their comprehensive health education efforts. The focus was to link them with the other components of their comprehensive school health programs. Project results demonstrated that this community-based "comprehensive" approach, connecting all components of the program and all grades, with students and staff within the school, and with parents and community resources made a difference not only in health related issues but also school performance and attendance. The Colorado model is described, along with programs in 20 schools. (ND)

ED 401 260

SP 037 006

Robinson, Dindy

World Cultures through Art Activities.

Report No.—ISBN-1-56308-271-3

Pub Date—96

Note—222p.

Available from—Teacher Ideas Press, P.O. Box 6633, Englewood, CO 80155-6633.

Pub Type—Books (010) — Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—African Culture, American Indian Culture, *Art, *Art Activities, Chinese Culture, *Class Activities, Cultural Background, Dutch Culture, Foreign Countries, *Foreign Culture, Japanese Culture, Primary Education, Social Studies

Identifiers—Australian Culture, Egypt, French Culture, Great Britain, Greek Culture, Hawaii, India, Ireland, Israel, Italian Culture, Mexico, Russia, Scandinavian Culture

The guide is intended to be a supplement to multicultural units in primary grades. The activities are freehand and students should be encouraged to use their imaginations and ideas to improve on a design. The approach is based on a whole language philosophy of learning with simple art activities that encourage creativity and critical thinking in students. The topics have been chosen on the basis of their identification with a particular country or region, its uniqueness, and suitability of artistic representation. The topics are: China, Japan, India, Australia, Africa, Israel, Egypt, Russia, France, the Netherlands, Italy, Greece, the British Isles (England, Wales, Scotland, Ireland), Scandinavia (Denmark, Sweden, Iceland, Norway, Finland), Mexico, Native Americans, and Hawaii. Historical and factual information with a list of references sources, are included with the activities to aid the teacher in presenting topics to students. A complete list of materials, which are inexpensive and easily obtained, is provided for each activity. In many cases, activities in one chapter can be easily applied to another, such as the making of relief maps. In some cases, several variations of an activity are given to allow for different age levels or classroom environments. (JLS)

ED 401 261

SP 037 007

McCoy, Leah P., Ed.

Studies in Teaching, 1995 Research Digest. Papers

Presented at the Annual Research Forum (Winston-Salem, North Carolina, December 1995).

Wake Forest Univ., Winston Salem, N.C.

Pub Date—Dec 95

Note—134p.

Pub Type—Reports - Research (143) — Collected Works - Proceedings (021)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Athletes, Athletics, College Students, English Instruction, Higher Education, History Instruction, Mathematics Instruction, Nutrition Instruction, Physical Education, Preservice Teacher Education, Science Instruction, Secondary Education, Sex Education, Sex Stereotypes, *Student Research, Student Teachers, *Student Teaching

Identifiers—Wake Forest University NC

This is a collection of papers reporting student research projects at the Annual Research Forum, Department of Education, Wake Forest University (North Carolina). They include: "Student Interest in Studying World History in Relation to Current Events" (Conan Arthur); "Perceptions of High School Student Athletes and Athletics" (Edward Barrett); "Moments of Transition" (Mary Beth Braker); "The Effect of Ability Level on Student-Teacher Interaction in Secondary English"

(Brooke Buchanan); "Impact of Math Course Selection on Future Endeavors" (Bernice Campbell); "Are High School Students Learning Nutrition?" (Laura Fierke); "Humor in the High School English Classroom" (Christiana Fitzpatrick); "Teacher Questions in High School History" (Carmen Garland); "The Use of Historical Background in Secondary School Literature Classrooms" (Amy Garrett); "Why Don't Students Like Social Studies?" (Charles Goble); "The Learning Cycle as Used to Modify the Current Biology Lesson" (Sandra Haas); "What Instructional Strategies Do Teachers Use and How Do Teachers Respond When Students Use African-American English in the Classroom?" (Guy Hill); "How Do Teachers Generate and Use Questions in the English Classroom?" (Melissa King); "What are High School Geometry Teachers' Views Toward Teaching Proofs?" (Karen Marshall); "Occupational Gender Stereotypes of High School Students" (Felicia McCrary); "Classroom Environment: Perceptions of How Classroom Activities Influence Student Learning" (Edward McNeal, Jr.); "Student/Athlete or Athlete/Student?" (Ryan Michel); "School Reform—Coalition Style" (Kristan Morrison); "A Hypermedia Guide to the Life and Poetic Works of John Keats" (Bethany Nowvickie); "Block Scheduling" (Sharon Oxford); "What Are the Future Plans of Today's High School Athletes?" (Chris Pfahle); "Critical Thinking Challenges" (Blake Radcliffe); "To What Extent Are Primary Sources Used To Teach History to High School Students?" (Kara Smith); "Predictive Factors for High School Physics Enrollment" (Alice Sy); "How Do Single-Sex vs. Coed Science Classrooms Affect Females' Attitudes, Beliefs and Achievement?" (Rebecca Thompson); and "Teachers' Perceptions about Student Learning in Sex Education" (Utasha Watkins). (JLS)

ED 401 262

SP 037 013

School Stories. [Videotape.]

National Education Association, Washington, D.C.

Pub Date—96

Note—The series is a co-production of The Learning Channel (TLC) and the National Education Association (NEA).

Available from—National Education Association, 1201 16th St., N.W., Washington, DC 20036 (each program available on separate videotape).

Pub Type—Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—*Educational Technology, Elementary Secondary Education, *Nontraditional Education, Paraprofessional School Personnel, *Parent School Relationship, *Partnerships in Education, Role Models, *Safety Education, *School Business Relationship, Teacher Education, Teacher Recruitment, Teaching Styles, Videotape Recordings

"School Stories" is a weekly television series presenting the real life stories of people successfully solving the problems faced by today's students. Each of the eight programs in the series focuses on a particular example: (1) "Connecting with Kids" profiles two veteran teachers and their differing approaches to connecting with their students; (2) "Better Business, Better Schools" describes a state-of-the-art training center built by a German-based multinational corporation in a North Carolina high school; (3) "Putting Children First" profiles a North Carolina elementary school and its battle to meet the needs of the poor students it serves through partnerships with business, social service providers, and parents; (4) "The Drive to Teach" examines a program to increase the number of minorities in America's teaching force by providing opportunities for paraprofessionals and other school staff to become teachers; (5) "Class Act: A Teacher Profile" describes a Rhode Island teacher who uses her performing ability to help teach English; (6) "Second-Chance High" looks at a learning center for high school students who have criminal records, were previously expelled from school, or were dropouts, and for older students going back to school; (7) "The Struggle for Safety" examines the safety measures undertaken by the Long Beach (California) school system; and (8) "Plugging into Technology" describes how, with the help of a federal grant, a rural South Dakota school in the heart of one of the poorest U.S. counties was plugged into technology. Resources for additional information are mentioned after each program, including related books, and other sources. (ND)

ED 401 263

SP 037 014

Bruner, Jerome

The Culture of Education.

Report No.—ISBN-0-674-17952-8

Pub Date—96

Note—224p.

Available from—Harvard University Press, 79 Garden Street, Cambridge, MA 02138.

Pub Type—Books (010) — Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Educational Objectives, *Educational Responsibility, Elementary Secondary Education, Government School Relationship, Higher Education, Humanistic Education, Politics of Education, Psychology, *Role of Education, School Community Relationship, *School Role, Teacher Education

This is a book of essays about the future roles of schools and education in society. In the debates over these roles, it has become clear that education is not just about conventional school matters such as curriculum, standards, or testing. Rather, what is done in school must be seen in the broader context of what society intends education to accomplish. The central thesis is that culture shapes the mind and provides the toolkit by which individuals construct worlds and their conceptions of themselves and their powers. The perspective of cultural psychology underlies the essays which seek to achieve a deeper understanding of the culture of education. Current conventional practices are examined and challenged as the call is made for a redefinition and better understanding of the role of education in society. Chapters are: (1) "Culture, Mind, and Education"; (2) "Folk Pedagogy"; (3) "The Complexity of Educational Aims"; (4) "Teaching the Present, Past, and Possible"; (5) "Understanding and Explaining Other Minds"; (6) "Narratives of Science"; (7) "The Narrative Construal of Reality"; (8) "Knowing as Doing"; and (9) "Psychology's Next Chapter." (Contains 324 references.) (JLS)

ED 401 264

SP 037 015

Hofmeister, Alan M. And Others

Instructional Leadership for the Rural Special**Educator: Final Report.**

Utah State Univ., Logan. Center for Persons with Disabilities.

Spons Agency—Department of Education, Washington, DC.

Pub Date—1 Oct 96

Contract—H029K20019-96

Note—61p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Classroom Techniques, Curriculum Development, Elementary Secondary Education, *Inservice Teacher Education, *Instructional Leadership, Instructional Materials, *Paraprofessional Personnel, *Rural Education, Rural Schools, Special Education, Special Education Teachers, *Staff Development, Teacher Effectiveness, *Teaching Skills, Team Training

Identifiers—*Training Materials

This project addressed the need for training materials for paraeducators in their roles as members of the instructional team, and for teachers as classroom executives who lead that team. Paraprofessional personnel in this project include paid aides, volunteers, cross-age tutors, and parents instructing children in the schools. The three objectives of the project were: (1) training in effective teaching/instruction; (2) training for paraprofessionals; and (3) the executive functions of teaching. Formative and summative field tests in rural sites were conducted to ensure that effective, generalizable, and replicable training programs had been developed that were competency-based and field-based, and feasible within budget constraints. The project training materials and programs were designed to be easily exportable to district level, school sites, or individual classrooms. The materials, training activities and participants, facilitators, dissemination, and methodological issues are discussed in terms of project objectives. While the first year of the project was largely devoted to the development of materials, the subsequent 3 years saw training of 4,630 paraprofessionals and teachers. In addition to direct training of teachers and paraprofessionals, conferences and presentations were often attended by supervisors, state and district level administrators, and university personnel. Study data are included in tables. Appendices include Gantt Charts for the years of the study and sample forms from the training programs. (ND)

ED 401 265

SP 037 016

Ganser, Tom

RIE MAR 1997**Teacher Effectiveness: Views of Preservice and Inservice Teachers.**

Pub Date—Oct 96

Note—31p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 5, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150) — Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Environment, Education Majors, Elementary Secondary Education, Higher Education, *Self Efficacy, *Student Characteristics, *Student Teacher Attitudes, Student Teachers, *Teacher Attitudes, *Teacher Characteristics, *Teacher Effectiveness, Teacher Student Relationship, Teaching Conditions, Teaching Experience

Identifiers—Experienced Teachers, *Preservice Teachers, Teacher Principal Relationship

Exploring the beliefs and ideas that preservice and inservice teachers hold about themselves as teachers, the children they teach, and the setting in which they teach, contributes to a better understanding of how they frame teacher effectiveness and teacher efficacy. Participants in this study included preservice teachers enrolled in teacher preparation programs at the University of Wisconsin-Whitewater and inservice teachers employed in three school districts in Wisconsin. The students in the study represented three different stages of teacher preparation field experience. The survey required participants to distribute 100 points among 10 factors that can be associated with the overall effectiveness of a teacher. The study reveals some very strong patterns. All respondents consistently indicated by their distribution of points that teacher factors (intelligence, personality, background, and preparation program) contribute more to the overall effectiveness of teachers, and disproportionately so, than pupil factors (intelligence, personality, and background) or other person factors (other teachers, principal, other school professionals). The study also suggests that the respondents view other persons working in a school, including teachers, the principals, and other professionals such as guidance counselors, as having relatively little part in the overall effectiveness of a teacher. The survey instrument and data tables are included in the appendix. (Contains 25 references.) (ND)

ED 401 266

SP 037 017

Bezzina, Michael And Others

Shared Christian Praxis as a Basis for Religious Education Curriculum: The Parramatta Experience.

Pub Date—Oct 96

Note—22p.; Paper presented at the Annual Conference of the Australian Association for Religious Education (Southport, Australia, October 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Catholic Schools, *Curriculum Development, *Educational Environment, Elementary Secondary Education, Foreign Countries, Instructional Innovation, Program Evaluation, *Religious Education, Teaching Methods, *Teaching Models

Identifiers—Australia (Victoria), *Praxis

The Shared Christian Praxis model for religious education, developed by Thomas Groome and described in the diocesan religious education curriculum, "Sharing Our Story" (SOS, 1991) has been highly influential in Australian Catholic religious education. This paper explores the planning, implementing, and evaluating of religious education using this model, and describes its implementation in the Parramatta (Australia) diocese in a modified form. Shared Christian Praxis focuses on all aspects of student activities and environment. The Parramatta model involves four movements: life experience, Christian Story/Vision, critical reflection, and action response. These movements may happen within a lesson, a day, a unit, or across several units. Each movement is described with an emphasis on content and method. The review of this model of religious education reveals that: (1) praxis is a major strength of SOS; (2) SOS has played an important role in the planning and teaching of religion in Catholic schools in the diocese; (3) the collaborative process used in developing support documents has contributed to a growing confidence and sense of curriculum ownership of religious educators; and (4) teachers feel a sense of security through adaptation of Groome's model. The problems identified with

the implementation of the model in Parramatta were a tendency for teachers to see it as a lockstep approach, and lack of understanding of and/or difficulty in implementing the critical reflection phase. (Contains 15 references.) (ND)

ED 401 267

SP 037 018

Donahoe, Susan Sruhek

Strategies for Addressing Racism by Communication and Positive Affirmations or Put More Colloquially, "Don't Hate. Communicate!"

Pub Date—Feb 96

Note—22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 26, 1996).

Pub Type—Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, *Conflict Resolution, Elementary Secondary Education, Higher Education, Interpersonal Communication, Metacognition, *Problem Solving, Racial Bias, *Student Attitudes, *Student Behavior, Teaching Models

Identifiers—Hate, *Mediation Techniques, *Peer Mediation

Mediation or conflict resolution training has been effective in a variety of settings. Using the components of the process (active listening, cooperation, acceptance of differences, creative problem solving, and empathetic responses) students learn to deal with anger and to work with others so as to arrive at solutions peacefully. Some of the standard procedures for mediation training and for creating change can help students recognize their emotions so they can change their behavior. These procedures include analyzing direct physical and psychological effects of hate, using logic to examine competition; improving communication skills; and learning mediation techniques, positive affirmation, and metacognition analysis. A possible project based on the slogan "Don't Hate, Communicate!" is described, with themes and a number of activities suggested. Topics to be covered are listed, as well as suggestions for creating a relaxed, friendly, accepting atmosphere. Additional citations are included in the appendix. (Contains 12 references.) (ND)

ED 401 268

SP 037 019

Kaplan, Leonard, Ed. Edelfelt, Roy A., Ed.

Teachers for the New Millennium: Aligning Teacher Development, National Goals, and High Standards for All Students.

Report No.—ISBN-0-8039-6469-2

Pub Date—96

Note—241p.; Contains papers presented at the National Congress on Teacher Education (Washington, DC, December 10-12, 1995).

Available from—Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218; e-mail: order@corwin.sagepub.com; fax: 805-499-0871.

Pub Type—Books (010) — Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Change, *Educational Objectives, *Educational Policy, Elementary Secondary Education, *Futures (of Society), Higher Education, *Knowledge Base for Teaching, Partnerships in Education, *Preservice Teacher Education, Standards, Teacher Improvement, Teacher Recruitment, Teaching Conditions

Identifiers—*Diversity (Student), Social Justice

This collection of conference papers addresses such issues as: the changes in policy, practice, and research necessary to ensure that teachers meet the needs of all students; and the partnerships and strategies needed to acquire and use the resources that will effect these changes. The ten chapters of the book are: (1) "The Courage to Change" (Mary Hatwood Futrell); (2) "Who Will Prepare the Next Generation of Teachers?" (Mary E. Diez) with a response by Edward M. Wolpert; (3) "Right-Sizing Teacher Education: The Policy Imperative" (Nancy L. Zimpher) with a response by Edward R. DuCharme; (4) "The Influence of Agencies on Teacher Preparation: Social Justice in the New Millennium" (Carl A. Grant) with a response by Kathleen Densmore; (5) "The Preparation of Teachers for a Diverse, Free Society" (Murtin J. Haberman) with a response by Barbara G. Burch; (6) "Teacher Education and Interprofessional Collaboration: Creation of Family-Centered, Community-Based Integrated Service Systems" (Dean Corrigan) with a response by Roy A. Edelfelt; (7) "Partnerships for Quality Teaching" (Richard W. Riley); (8) "Build-

ing a Strong Foundation: The Importance of Knowledge and High Standards in Improving Teacher Education" (Sharon Porter Robinson); (9) "Agenda for Tomorrow" (Roy A. Edelfelt) and (10) "A Plan for Action" (Leonard Kaplan). Congress participants are listed in the appendix. Each chapter contains references. (ND)

ED 401 269 SP 037 020

Henderson, David L. And Others
Political Profile and Voting Patterns of Texas Teachers in 1996.
Pub Date—96
Note—11p.; For a related paper, see ED 256 767.
Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, Citizenship Responsibility, *Elections, Elementary Secondary Education, *Political Attitudes, *Public School Teachers, Surveys, *Teacher Characteristics, Trend Analysis, Voter Registration, *Voting Identifiers—*Texas, Voters, *Voting Behavior

A comparison of surveys of Texas State Teachers Association members in 1983, 1991, and 1996 yields information about trends in the average Texas teachers' political profile and voting patterns. The profile developed from the 1996 survey of 700 teachers indicated that the average Texas teacher is female (86 percent), in her 40's (36 percent), married (74 percent), and with 20 or more years of experience (36 percent). The average teacher was eligible to vote and did vote in local, state, and national elections, categorized herself as middle-of-the-road, and did not necessarily vote for the candidate endorsed by her professional organization. The survey results also point out major similarities and differences between the average American teacher and the average Texas teacher. Voting patterns of Texas teachers are shown to differ from those of the general population, with 95 percent of these teachers voting compared with 58 percent of the general population. The 1996 survey instrument is included. (ND)

ED 401 270 SP 037 021

Fuller, Roberta Ann
Elementary Teachers' Pedagogical Content Knowledge of Mathematics.
Pub Date—Oct 96
Note—32p.; Paper presented at the Mid-Western Educational Research Association Conference (Chicago, IL, October 5, 1996).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Elementary Education, Elementary School Mathematics, *Elementary School Teachers, *Fractions, *Geometry, *Knowledge Base for Teaching, Knowledge Level, *Mathematical Concepts, Mathematics Instruction, Mathematics Skills, Preservice Teacher Education, Student Teachers, Teacher Role, Teaching Experience, *Whole Numbers

Identifiers—Experienced Teachers, *Pedagogical Content Knowledge

The purpose of this study was to characterize and compare novice and experienced elementary teachers' pedagogical knowledge and pedagogical content knowledge of three major topics in mathematics: whole number operation, fractions, and geometry. The study participants were 26 preservice elementary teachers and 28 experienced kindergarten through sixth grade teachers. Data were collected via the Survey on Teaching Mathematics, a research-designed instrument that assists in describing pedagogical content knowledge. The results seemed to indicate that experienced teachers possess a greater conceptual understanding of whole number operations than do novice teachers, but that both novice and experienced teachers possess primarily a procedural knowledge of fractions. In addition, the results indicated that both novice and experienced teachers think that a good teacher is one who shows and tells students how to do the work. The findings imply that both novice and experienced teachers need to revisit and extend their own mathematical understandings. They need to explore, identify, and challenge their assumptions about the teacher's role and to develop pedagogical content knowledge. (Contains 11 references.) (Author/ND)

ED 401 271 SP 037 025

Abel, Frederick J. Abel, Jean P.
Integrating Mathematics and Social Studies: Ac-

tivities Based on Internet Resources.

Pub Date—Oct 96
Note—32p.; Paper presented at the Annual Meeting of the Montana Council of Teachers of Mathematics (Helena, MT, October 18, 1996).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Computer Uses in Education, *Curriculum Development, Economics, Educational Change, Educational Technology, Elementary Secondary Education, Geography, *Interdisciplinary Approach, *Internet, *Mathematics Instruction, Political Science, *Social Studies, Teaching Methods, *World Wide Web

"Why are we doing this math stuff, this is social studies class?" This statement reflects the common notion by students that academic disciplines are distinct and separate. While curriculum integration seems to be gaining acceptance again, most integration is done in the traditional manner: math/science or language arts/social studies. The purpose of this paper is to give examples of ways in which teachers can integrate the disciplines of mathematics and social studies in a meaningful way that will allow their students to construct their own knowledge based on their interaction with peers, teachers, and the Internet. Both the National Council of Teachers of Mathematics (NCTM) and National Council for the Social Studies (NCSS) standards support this type of integration. Three activities that integrate mathematics and the social studies disciplines of geography, political science and economics are discussed. Other activities relating mathematics to these and other social studies areas are also available on the Internet. Most of these activities also show integration of other academic disciplines. A list of World Wide Web sites for integrating mathematics and social studies and samples of resources and activities downloaded from the Internet are appended. (Author/ND)

ED 401 272 SP 037 026

Merseth, Katherine K.
Cases, Case Methods, and the Professional Development of Educators. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-95-5
Pub Date—Nov 94
Contract—RR93002015
Note—4p.
Pub Type—Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, Reflective Teaching, *Research Needs, Teacher Educators, *Teaching Methods

Identifiers—*Case Method (Teaching Technique), ERIC Digests

Long used in the professional fields of business and law, cases and case methods of teaching represent a relatively new and promising approach in the education of teachers. This digest, organized into two sections, presents definitions of cases and case methods, explores the purposes of using case studies, and suggests avenues for further research into the effectiveness of using cases in teacher education. Cases are descriptive research documents, often presented in narrative form, that are based on real-life situations or events. Case methods may include large and small group discussions, role playing, written analysis, or team-based discussions. In teacher education, case purpose falls into three categories: cases as exemplars; cases as opportunities to practice analysis, the assimilation of differing perspectives, and contemplation of action; and cases as stimulants to personal reflection. To develop greater knowledge about cases and case methods, it is suggested that the teacher education community: (1) assess more fully the use of cases and develop a deeper understanding of the effects of variations in use; (2) be clear about intended outcomes; (3) focus on the influence of case-based instruction on teacher and student performance in classrooms; (4) examine the differences between video, written, and a combination of video and written cases in hypermedia format; (5) explore variations in method; and (6) examine the role and practice of the instructor. (LL)

ED 401 273 SP 037 031

Cheung, Wing-ming Cheng, Yin-cheong
Teacher Self Learning Theory: Individual and Group Level Conceptions.

Pub Date—96
Note—27p.; Paper presented at the International Conference on Basic Education (Hong Kong, April 5-6, 1996).

Pub Type—Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Innovation, Elementary Secondary Education, Foreign Countries, *Group Activities, Higher Education, Inservice Teacher Education, Learning Processes, *Learning Strategies, Preservice Teacher Education, School Based Management, *Self Directed Groups, *Self Evaluation (Individuals), *Staff Development, *Teacher Collaboration, Time Management

Identifiers—Self Direction
This paper presents a framework for understanding and facilitating teacher self learning in the school organization at the individual and group levels. It focuses on how individual teachers and their groups acquire self learning and self renewal while managing their work. The paper also discusses implications of the framework for teacher education. Group self learning consists of the following sequential stages: environmental analysis; planning and structuring; staffing and directing; implementing; and evaluating and monitoring. Individual self learning is similar, with affiliating instead of structuring and developing instead of staffing the only differences. It is proposed that these self learning cycles may provide insights and a framework for designing initial teacher education programs as well as programs for teachers, senior teachers, school heads, and school-based staff members. (Contains 78 references.) (MAH)

ED 401 274 SP 037 032

Renick, Patricia R.
Study of Differentiated Teaching Methods Used by First-Year Special Educators.

Pub Date—96
Note—16p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 4, 1996).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Data Collection, Developmental Disabilities, Elementary Secondary Education, Higher Education, *Individualized Education Programs, Learning Disabilities, Preservice Teacher Education, *Special Education, *Special Education Teachers, *Teaching Methods, *Theory Practice Relationship

This study seeks to determine whether first-year special educators use their knowledge of differentiated teaching strategies in their classrooms. It also seeks to understand what conditions within school systems support or hinder attempts by special educators to implement these strategies. Participants in the study included four first-year special educators, one teacher and one tutor who are middle school educators, and one teacher and one tutor who work in elementary schools. The study included personal observations in each participant's classroom and semi-structured interviews. Three questions guided the analysis of interview data: How did the first-year teachers come to know their students' individual needs? What specific teaching strategies did they use to provide for different abilities levels? and What kind of support (materials and supervisory feedback) did they receive for these differentiated strategies? Special first-year teachers share with their regular educator counterparts pedagogical concerns, lack of administrative support, and the need for both materials and appropriate planning times. Unique to special educators is the pedagogical demand for differentiated instruction according to the individualized plan provided for each student, which continues to drive the pedagogical strategies of these first-year educators. Thus the university training for differentiation continues to shape their actual classroom instruction. (MAH)

ED 401 275 SP 037 034

Snyder, Jon And Others
Learning Organizations, Leadership, and Teacher Education: A Self Study of a Self Study in Three Takes.

Pub Date—96
Note—25p.
Pub Type—Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Classroom Techniques, Elementary Education, English (Second Language), *Extended Teacher Education Programs, Higher Education, *Interdisciplinary Approach, Portfolios (Background Materials), *Preservice Teacher Education, Second Language Instruction, *Teacher Collaboration, Teaching Methods

Identifiers—*University of California Santa Barbara

This study describes the intellectual evolution resulting from persistent and careful consideration of beliefs and knowledge. Participants were prospective elementary school teachers enrolled in the University of California at Santa Barbara in a fifth-year post baccalaureate program. The study, parts of which began in 1990, sought to reconstruct the methods and procedures courses from separate classes of content specific pedagogy to integrated, integrating, and integrative experiences of teaching and learning within and between traditionally defined disciplines. To help analyze the individual and organizational supports and constraints of the change effort, the group used five disciplines: personal mastery, mental models, shared vision, team learning, and systems thinking. The group worked to understand many concepts, including portfolios, pro-active classroom management, how best to teach students not yet proficient in English, and sequenced and threaded integration and theme, while incorporating science and social studies into a teaching repertoire. Participants considered that they had discovered aspects of their work which they otherwise would not have known existed. (MAH)

ED 401 276 SP 037 035

Hunter, George C. And Others

Cohesion and Self-Disclosure Stage Development in Group Therapy Leadership Training: Potential Limitations of a Common Teaching Model.

Pub Date—[96]

Note—14p.

Pub Type—Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counselor Training, Group Dynamics, *Group Unity, Higher Education, *Leadership Training, *Masters Programs, *Self Disclosure (Individuals), Teaching Models, Therapists

This paper examines the development of cohesion and self-disclosure during the mandatory group experience of a masters level training program in counseling. Differences between cohesion and self-disclosure in these groups, as opposed to what might be expected in a more naturalistic setting, are described and implications for the training of group therapists are discussed. This is a descriptive study based on self-report data of individual members, 21 counseling students in a required group psychotherapy class. They were assigned to four small groups in a quasi-random fashion, attempting to have mixed-gender groups; neither age, ethnicity, nor other factors were considered in distributing group members. Groups met weekly for nine weeks. Every two weeks participants received a combined cohesion and self-disclosure questionnaire consisting of 17 items comprising a cohesion scale, a self-disclosure scale, four distractor questions, and an open-ended question. Results of this study suggest that it is probably wise to insist that leader-trainees subsequently also experience a more typical sample of in vivo group development while under supervision. A copy of the self-disclosure questionnaire is included. (Contains 18 references.) (MAH)

ED 401 277 SP 037 036

Suleiman, Mahmoud Moore, Rock

Teachers' Roles Revisited: Beyond Classroom Management.

Pub Date—96

Note—13p.; Portions of this paper were presented at the Summer Workshop of the Association of Teacher Educators (Tarpon Springs, FL, 1996).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary School Teachers, Elementary Secondary Education, Instructional Innovation, *Instructional Leadership, *Participative Decision Making, School Community Relationship, Secondary School Teachers, *Teacher Empowerment, Teacher Responsibility, *Teacher Role, *Teaching (Occupation)

This paper discusses the importance of teachers

moving out of managerial roles into leadership roles. As this transformation occurs, real educational change and the empowerment of teacher leaders will take place. Managerial style teachers traditionally have clear expectations and set standards for their students. Activities, outcomes, and timelines are implemented in the classroom to accomplish district or administration objectives. Managerial style teachers are essentially followers, who adhere to the prescribed blueprint to obtain specific and measurable outcomes or results. Although teachers' managerial roles must be maintained to some extent, they should be complemented with more pragmatic roles and functions as committed advocates of educational reform efforts. The teacher as leader tends to be active and research-oriented in the classroom, a participant in the transformation of school culture, and a collaborator with other schools in identifying and implementing the best problem-solving strategies. (Contains 30 references.) (MAH)

ED 401 278 SP 037 037

Petersen, George J. Speaker, Kathryn M.

An Examination of Admission Criteria to Programs of Teacher Education.

Pub Date—96

Note—25p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).

Pub Type—Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Standards, Access to Education, *Accrediting Agencies, *Admission Criteria, College Admission, Educational Quality, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, *Schools of Education, Undergraduate Study

Identifiers—*National Council for Accreditation of Teacher Educ

This study investigated the criteria for admission to teacher education at 50 undergraduate universities accredited by the National Council for Accreditation of Teacher Education (NCATE). These universities varied in geographical location, public and private affiliation, and size of student enrollment. The study analyzed and evaluated admission criteria in light of recent educational reforms that call for higher standards and more qualified candidates, in order to ascertain whether the universities had actually implemented more demanding performance based criteria for teacher candidate selection. The study employed the qualitative and quantitative analysis of data drawn from university published materials, telephone inquiries, teacher-education and public school teacher interviews, and surveys of the dean, department chair, or director at the 50 universities. The study disclosed: (1) a general lack of consistency in requirements for admission to teacher candidate programs at the university level; (2) a need for qualitative measures to evaluate admission candidates; and (3) a need to modify initial screening and ongoing evaluation of teacher candidates. (Contains 19 references.) (MAH)

ED 401 279 SP 037 040

Thayer-Bacon, Barbara J.

An Examination and Redescription of Epistemology.

Pub Date—96

Note—34p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Processes, Constructivism (Learning), *Critical Theory, *Feminist Criticism, *Hermeneutics, Higher Education, *Learning Theories

Identifiers—*Knowledge Acquisition, *Social Constructivism

This paper examines past theories and conceptions of epistemology and the work of some key theorists currently working in the field, in the hope of motivating the development of an expanded conception and redescription of epistemology. The paper uses as a metaphor for the study six blind men who describe an elephant as like a rope, a tree, a fan, a snake, a wall, and a spear on the basis of the part of the animal that each man touched. Just as the men had different perspectives on the elephant, different perspectives may lead to an interactive, more comprehensive definition of knowledge. Conventional epistemology, a branch of philosophy that considers theories of knowledge, regards truth as a necessary condition for knowledge and knowers as autonomous, and favors methods for understanding that emphasize reason and the mind. The proposed

relational epistemology includes the qualities of knowing that have historically been viewed as detrimental or distracting to obtaining knowledge, qualities such as feelings, emotions, and intuitions. The proposed epistemology views knowledge as something that is socially constructed by embedded, embodied people who are in relation with each other. (MAH)

ED 401 280 SP 037 041

Seidel, Lee F. Montgomery, Barbara

Formal Academic Programs in College Teaching: A New Model for Preparing Future Faculty.

Pub Date—96

Note—19p.; Paper presented at the National Council on Postsecondary Teaching, Learning and Assessment (State College, PA, June 21-23, 1996).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Faculty, *College Instruction, *Doctoral Programs, *Education Courses, Graduate Study, Higher Education, *Teacher Education

Identifiers—*University of New Hampshire

This paper describes academic programs in college teaching designed for doctoral students at the University of New Hampshire. Programs include a 12-credit program "Cognate in College Teaching," which a doctoral student can add to a Ph.D. program, and the Master of Science for Teachers program, which doctoral students can complete as a dual degree. The Cognate program is designed to develop students' ability to teach at the college or university level in their fields or disciplines. It includes six credits in formal graduate level seminars and six credits in a supervised teaching praxis, upon which the student authors and presents a formal teaching portfolio. The Master of Science for Teachers program, available only as a dual degree with the Ph.D., includes the Cognate program requirements plus: one credit in Issues in College Teaching; eight credits in Research in College Teaching; five credits in approved courses related to teaching and learning in the student's field or discipline; and six credits in College Teaching Praxis. A detailed description of these programs is attached. (MAH)

TM

ED 401 281

TM 025 088

Geddes, Claire

Mini-Digest of Education Statistics, 1995.

Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—NCES-95-214

Pub Date—Nov 95

Note—70p.; For French language edition, see TM 026 093.

Pub Type—Information Analyses (070) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Course Selection (Students), Dropouts, *Educational Finance, *Elementary Secondary Education, Enrollment, Expenditures, Federal Aid, Graduates, *Higher Education, Income, *Outcomes of Education, School Personnel, *School Statistics, Tables (Data), *Teacher Characteristics, Teacher Salaries, Test Results

This third edition of the "Mini-Digest of Education Statistics" provides a pocket-sized compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The statistical highlights provide a quantitative description of the current American education scene. The "Digest" is an easy reference for materials found in much greater detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." Education was the primary occupation of about 73 million people in the United States in the fall of 1995. In this total were about 65.1 million students; about 3.8 million elementary and secondary school teachers and college faculty; and about 4.3 million professional, administrative, and support staff. A figure shows the three-level structure of U.S. education. Tables present information on: (1) enrollment at elementary, secondary, and higher levels; (2) information about numbers of teachers, their salaries, and their characteristics; (3) information about educational outcomes, including course-taking pat-

terns, graduates, dropouts, and measures of achievement; and (4) information about educational finance, including expenditures, revenues, federal aid, and the costs of higher education. (Contains 12 figures and 30 tables.) (SLD)

ED 401 282 TM 025 258

McGaghie, William C.

Comparison of Knowledge Structures with the Pathfinder Scaling Algorithm.

Pub Date—Apr 96

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Algorithms, *Cognitive Structures, Comparative Analysis, Higher Education, *Instructional Effectiveness, Medical Education, Medical School Faculty, *Medical Students, Multidimensional Scaling, Physicians, Physiology, *Scaling

Identifiers—*Concept Networks, Experts, Similarity (Concept)

The cognitive structure of 13 concepts in pulmonary physiology was explored among 112 first-year medical students and among 32 faculty members in three different expertise groups in a knowledge representation study. Purposes were to assess the degree of agreement among faculty members, map students' concept structures, and compare the similarity of student concepts with those of instructors. It was hypothesized that, as a consequence of instruction, students' concept networks would approximate the structure of concept networks produced by faculty experts. The Pathfinder scaling algorithm was used to map and compare student and faculty concept structures. Pathfinder uses pairwise judgments of similarity between a set of concepts to produce a network or graph and to focus on the local relationships among concepts, in contrast to multidimensional scaling, which seems to capture more global information about the concept space. Data show that the ways in which medical experts conceptually organized the concepts were not necessarily consistent. Similarity ratings for the three expert groups (internists, anesthesiologists, and physiologists) were modest, and comparisons between groups were weaker than comparisons within groups. Data do support the hypothesis that students' Pathfinder networks would begin to approximate the structure of the concept networks produced by faculty as a consequence of instruction, although the choice of which faculty network is best remains uncertain. (Contains 1 table, 1 figure, and 19 references.) (SLD)

ED 401 283 TM 025 742

van der Linden, Wim J.

Stochastic Order in Dichotomous Item Response Models for Fixed Tests, Adaptive Tests, or Multiple Abilities. Research Report 95-02.

Twente Univ., Enschede (Netherlands). Dept. of Education.

Pub Date—Dec 95

Note—38p.; Portions of this paper presented at the European Meeting of the Psychometric Society (9th, Leiden, Netherlands, July 4-7, 1995).

Available from—Bibliotheek, Faculty of Educational Science and Technology, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, *Adaptive Testing, *Computer Assisted Testing, Foreign Countries, *Item Response Theory, *Mathematical Models, Multivariate Analysis, *Test Items

Identifiers—*Dichotomous Variables, *Stochastic Analysis

Dichotomous item response theory (IRT) models can be viewed as families of stochastically ordered distributions of responses to test items. This paper explores several properties of such distributions. The focus is on the conditions under which stochastic order in families of conditional distributions is transferred to their inverse distributions, from two families of related distributions to a third family, or from multivariate conditional distributions to a marginal distribution. The main results are formulated as two theorems that apply immediately to dichotomous IRT models. One theorem holds for unidimensional models with fixed item parameters. The other theorem holds for models with multiple abilities

ties or with random item parameters as used, for example, in adaptive testing. (Contains 2 tables and 36 references.) (Author/SLD)

ED 401 284 TM 025 744

Mapping Out the National Assessment of Title I: The Interim Report.

Department of Education, Washington, DC. Office of the Under Secretary.

Pub Date—96

Note—90p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Curriculum Development, *Educational Assessment, Educational Change, Educational Objectives, Elementary Secondary Education, *Evaluation Methods, *Federal Legislation, Grants, *High Risk Students, Parent Participation, Partnerships in Education, *Program Evaluation, School Districts, School Restructuring

Identifiers—*Elementary Secondary Education Act Title I

This report outlines key issues and provides a baseline for an examination of the progress of states, districts, and schools toward realizing the objectives of the restructured Title I program. The fundamental goal of the new Title I is to help children who are at risk of school failure improve their academic achievement. The National Assessment called for a much greater emphasis than previous evaluations on understanding the operation and impact of Title I in the local setting. As an initial report, this document concentrates on describing Part A of Title I, the local grants program. Subsequent reports will focus on other parts of the program and how they work together. The National Assessment of Title I is informed by an independent review panel of researchers, state, local, and school level practitioners, and other appropriate individuals as mandated under the Elementary and Secondary Education Act to assist the Department of Education in planning, reviewing, and conducting the assessment. Sections describe: (1) baseline information on student performance and Title I participants; (2) reform through linking Title I to challenging standards; (3) Title I support for curriculum and learning; (4) flexibility and increased responsibility for student performance at the local level; (5) parental involvement and educational partnerships; (6) effective targeting of Title I resources; and (7) plans for evaluating Title I. (Contains 1 graph, a glossary, and 79 references.) (SLD)

ED 401 285 TM 025 748

Liston, Delores D.

Changing Our Minds: The Struggle to Generate a Humanistic Neuroscience Language through Metaphors from Quantum Physics.

Pub Date—Apr 96

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Experience, *Holistic Approach, Humanism, *Learning Processes, *Metaphors, Neuropsychology, *Physics, *Research Utilization, Teaching Methods

Identifiers—*Neurosciences, *Quantum Theory

While the physiological explanations from neuroscience help explain the mechanisms of learning, they fall short of explaining the sociocultural and phenomenological factors that determine a stressful versus a challenging interpretation of experience. For this reason, neuroscience seems less than useful to classroom teachers. A major obstacle in developing a humanized neuroscience is the gap between empirical interpretations and the spiritual/philosophical interpretations of neuroscience research. It is suggested that metaphors from quantum physics can be useful in overcoming false separations and mistaken dualisms in the interpretation of neuroscience results. The common language of the brain and mind is hampered by Cartesian dualism. Metaphors from quantum physics can help overcome this mind-body dualism. According to quantum theory, we participate in the creation of our realities through our status as quantum participant-observers. The traditional split between subject and object is overcome through the model elaborated by the participant-observer. The metaphors of quantum physics, including Bohr's Complementarity Principle, corroborate a more holistic interpretation of experience that helps make neuroscience research

more practical. Findings from a humanized neuroscience will serve to improve classroom practices and enhance learning. (Contains 12 references.) (SLD)

ED 401 286 TM 025 776

Katayama, Andrew D. And Others

Which Adjunct Displays Help Students Learn Best? A Comparison of the Effectiveness of Researcher-Constructed Displays.

Pub Date—Apr 96

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/-Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Concept Mapping, Higher Education, *Instructional Effectiveness, *Learning, *Test Construction, *Undergraduate Students

Identifiers—Adjunct Aids, *Graphic Organizers, Research Replication

Three experiments were conducted to investigate whether graphic organizers (GOs) were more effective than concept maps (CMs) in facilitating text learning. Experiment 1, which involved 56 undergraduates, was a replication of the second experiment of D. H. Robinson and K. A. Kiewra (1995) except that only GO and CM conditions were included. All materials were constructed by outside sources to help avoid researcher bias. Experiment 2, with 46 undergraduates, used a different text and separate GO, CM, and test constructors. Experiment 3 replicated Experiment 2 except that the GO constructor constructed the tests. Results show that GOs only facilitated text learning when they were constructed by the person who also constructed the tests. The implications of this study are that adjunct displays will probably not be useful for classroom learning unless the tests match the types of learning the displays are intended to facilitate. (Contains 15 references.) (Author/SLD)

ED 401 287 TM 025 779

Reeves, Thomas C. And Others

New Approaches to Cognitive Assessment in Engineering Education.

Pub Date—Apr 96

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Measurement, College Freshmen, *Educational Assessment, *Engineering Education, Higher Education, Military Personnel, Pilot Projects, Problem Solving, *Self Evaluation (Individuals), *Thinking Skills

Identifiers—Air Force Academy CO, *Problem Based Learning, Reflective Judgment

This paper describes the development, implementation, and effects of new approaches to cognitive assessment within an undergraduate engineering course at the U.S. Air Force Academy. The course, ENGR 110, "Introduction to Engineering," was designed to be a problem-based learning environment in which cadets worked in teams to solve problems integral to a "Mission to Mars," for example, getting to Mars, constructing a research site on Mars, and developing a renewable power source there. In addition to traditional knowledge and skill objectives, the course was focused on "higher order" outcomes such as "framing and resolving ill-defined problems," "communicating via multiple media," "exhibiting intellectual curiosity," and "developing a rich conceptualization of engineering." Forty-two freshman cadets participated in the pilot testing of the cognitive assessment methods used to assess student achievement with respect to these outcomes. Assessments included: (1) reflective judgment exercises; (2) self-assessment questionnaires; (3) concept maps; (4) focus groups; (5) e-mail journals; (6) observations; and (7) individual and group interviews with faculty. Results indicated statistically and educationally significant differences in "problem solving" between ENGR 110 students and two control classes of sophomore engineering students. Other results supported research and development. (Contains 2 tables, 2 figures, and 14 references.) (Author/SLD)

ED 401 288 TM 025 780

Stallings, William M. And Others

Tips, Tropes, and Trivia: Ideas for Teaching Educa-

tional Research.

Pub Date—Apr 96

Note—12p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Opinion Papers (120) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comprehension, Creativity, *Educational Research, *Figurative Language, Higher Education, Instructional Effectiveness, *Research Methodology, *Statistics, Teaching Experience, Teaching Methods

The collective experience of more than 50 years has led to the development of approaches that have enhanced student comprehension in the teaching of educational research methods, statistics, and measurement. Tips for teachers include using illustrative problems with one-digit numbers, using common situations and everyday objects to illustrate statistical concepts and techniques, and using such "low-tech" aids as transparencies to project complex illustrations. Verbal images or figures of speech (tropes) are useful in expressing statistical concepts. Sometimes a historical note will make a point more vividly than a current allusion, as a discussion of an early controlled experiment illustrates. Teachers should use their creative imaginations to find ways to help students understand statistical concepts. (Contains 16 references.) (SLD)

ED 401 289

TM 025 791

Falk, Beverly. And Others

Issues in Designing a Learner-Centered Assessment System in New York State: Balancing Reliability with Flexibility, Authenticity, and Consequential Validity.

Pub Date—11 Apr 96

Note—31p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports — Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, Accountability, *Educational Assessment, Educational Improvement, Elementary Secondary Education, Instructional Leadership, Performance Based Assessment, Pilot Projects, Program Development, Scoring, Standards, *State Programs, Student Evaluation, *Systems Development, *Test Construction, *Testing Programs, Test Reliability, Test Use

Identifiers—*Authentic Assessment, Authenticity, Learner Centered Instruction, *New York

The National Center for Restructuring Education, Schools, and Teaching is working with the New York State Education Department to develop an assessment system that addresses both instructional and accountability concerns. The new system is intended to move the state to a system of performance assessments used in the service of ongoing teaching and learning. The principles that govern the assessment system redesign are: (1) curriculum, instruction, and assessment must be interrelated to support student learning; (2) assessments must measure student achievement of defined standards for learning; (3) multiple forms of evidence of student learning must be consulted; (4) the assessment system should articulate standards without demanding standardization; (5) the system should be built on local involvement; (6) innovators of the system should lead; (7) support needs to be provided to teachers and schools; and (8) schools performance should not be judged solely on the basis of student outcomes. Under the redesign, each examination will include an on-demand test and a common curriculum-embedded extended task. Both components will be evaluated by a common scoring procedure. Moving the assessment system from the idea stage into operational form requires the consideration of many factors, but the first state assessments have been developed in pilot form and were tested in 1995. Preliminary findings are encouraging. An attachment lists the assessment's guiding principles. (Contains 35 references.) (SLD)

ED 401 290

TM 025 796

Edwards, Jennifer L. And Others

Factor and Rasch Analysis of the School Culture Survey.

Pub Date—Apr 96

Note—41p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/

Meeting Papers (150)**EDRS Price - MF01/PC02 Plus Postage.**

Descriptors—Administrator Attitudes, Age Differences, Cooperation, *Factor Analysis, Institutional Characteristics, *Item Response Theory, Principals, *Professional Autonomy, Satisfaction, School Culture, *Socioeconomic Status, Teacher Attitudes, Teacher Characteristics, *Teachers

Identifiers—Goal Setting, Professionalism, *Rasch Model, *School Culture Survey

This paper examines the School Culture Survey developed by J. Saphier and M. King (1985) and its association with school and teacher characteristics. The research was conducted in the context of a Department of Education Fund for Innovation in Education grant to a large school district in the western United States. Participants were 27 principals and 425 teachers who taught grades kindergarten through 12. Rasch and factor analyses indicated that three subscales comprise the School Culture Survey. They are: (1) Teacher Professionalism and Goal Setting; (2) Administrator/Professional Treatment of Teachers; and (3) Teacher Collaboration. Results suggest that administrators perceived that they treated teachers more professionally than teachers thought the administrators did. Teachers with the most positive attitudes were from high or low socioeconomic status (SES) schools, while teachers with the least positive attitudes were from middle SES schools. Teachers with single-age, rather than multiage, classes scored significantly higher on subscale 1, Teacher Professionalism and Goal Setting. Age predicted responses on subscale 3, Teacher Collaboration. Satisfaction with position was a significant predictor for all three subscales. Teacher efficacy, conceptual complexity, and empowerment were significantly correlated with one or more of the three subscales, but at a low level. (Contains 1 figure, 9 tables, and 53 references.) (Author/SLD)

ED 401 291

TM 025 798

Hibbard, K. Michael. And Others

Performance-Based Learning and Assessment. A Teacher's Guide.

Association for Supervision and Curriculum Development, Alexandria, VA; Pomperaug Regional School District 15, Middlebury, CT.

Report No.—ISBN-0-87120-261-1

Pub Date—96

Note—304p.

Available from—Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314; fax: (703) 299-8631 (\$24.95).

Pub Type—Guides - Non-Classroom (055) — Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Classroom Techniques, Educational Assessment, Elementary Secondary Education, *Learning, *Performance Based Assessment, *Student Evaluation, Teaching Methods, *Test Construction

Identifiers—*Subject Content Knowledge

Performance tasks build on earlier content knowledge, progress skills, and work habits. They are not add-ons at the end of instruction, but an integral part of the learning and an opportunity to assess the quality of student performance. This guide was written by teachers to share their experiences in the introduction of performance based assessment in a school district. Performance task assessment lists are assessment tools that provide the structure students need to work more independently and to encourage them to pay attention to the quality of their work. In addition to using an assessment list to learn about specific elements that will be used to assess the quality of their work, students must see what quality is like through benchmark models of excellent work. In the Pomperaug Regional School District, Middlebury (Connecticut), educators use the Cycle of Learning as a model for the whole process of learning and assessment. This guide discusses developing and using performance based assessments and the Cycle of Learning to improve student instruction. Appendixes present a glossary, lists of 56 resources and 3 annotated resources, and 18 annotations about videotapes. Exhibits illustrate steps in the development of assessments and examples of their use. (Contains 39 figures and 138 exhibits.) (SLD)

ED 401 292

TM 025 799

Safi, A. Qayum

Student Evaluations of Courses and Instructors at**PAAET.**

Pub Date—Apr 95

Note—29p; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Faculty, *College Students, *Course Evaluation, Foreign Countries, *Formative Evaluation, Higher Education, *Instructional Improvement, *Student Evaluation of Teacher Performance, Summative Evaluation, Teacher Education, Technology Education

Identifiers—*Kuwait

The Public Authority for Applied Education and Training (PAAET), the only postsecondary institution in Kuwait other than Kuwait University, brings together four technical-vocational colleges (Basic Education, Business Studies, Technological Studies, and Health Sciences) on separate campuses for males and females. PAAET's Measurement and Evaluation Center has undertaken an extensive course and instructor evaluation project that focuses on students' reaction to course materials and on the instructor's ability to teach. This type of evaluation is extremely difficult in Kuwait in a culture in which the teacher is the sole authority, and students are viewed mainly as receivers. Procedures were developed to keep the identity of faculty and students confidential, and faculty participation was optional. The Center hopes to use evaluation results mainly for faculty professional development. The Course and Instructor Questionnaire that was developed is a 38-item five-point scale, grouped after completion into 5 instructor scales and 1 course scale. Responses of 19,899 students from 1993-94 and 1994-95 were negatively skewed; almost none of the instructors were rated below average. Items related to course content, rather than course usefulness, received generally higher ratings. Ratings assigned to the six scales varied considerably during the two academic years, and there were wide differences among the ratings assigned at the four colleges. It is recommended that, as the use of instructor evaluation by students is refined in Kuwait, results be used for formative, rather than summative, evaluation purposes. (Contains 2 figures, 7 tables, and 17 references.) (SLD)

ED 401 293

TM 025 800

Educational in South Dakota: A Statistical Profile, 1994-95.

South Dakota State Dept. of Education and Cultural Affairs, Pierre.

Pub Date—96

Note—524p; Four errata sheets appended.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Academic Achievement, Attendance, Educational Finance, *Educational Trends, *Elementary Secondary Education, *Enrollment, Minority Groups, Profiles, School Districts, School Personnel, *School Statistics, Standardized Tests, Tables (Data), Trend Analysis

Identifiers—*South Dakota

This report is a comprehensive look at education in kindergarten through grade 12 in South Dakota for the 1994-95 school year. The average daily membership in South Dakota schools in 1994-95 was 95,395 for the elementary grades and 38,400 for grades 9 through 12. Enrollment has increased by 10,000 students since 1984-85, although minority enrollment has climbed only 1% of total enrollment since 1990. The largest single district enrolled 18,065 students in 1994-95. The first section of the report contains state specific and summary information on school and district fall 1994 enrollments, state aid indicators, attendance data, student achievement in national standardized tests, staff data, and program data. The second section is a summary of school, student, and staff data. The third section contains school and district profiles for the state's 177 districts. Student, staff, and financial data tables are included in the fourth section, and the fifth section is a glossary. (Contains 51 text graphs, 74 text tables, 177 district profiles with tables, and 23 data tables.) Errata sheets provide updates. (SLD)

ED 401 294

TM 025 828

Roeder, Edward D.

Guidelines for the Management of Performance Assessments in Large-Scale Assessment Pro-

grams.
Council of Chief State School Officers, Washington, D.C.; North Central Regional Educational Lab., Oak Brook, IL.

Pub Date—[96]

Note—23p.

Pub Type—Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Evaluation Methods, *Performance Based Assessment, Sampling, *Scoring, *State Programs, *Test Construction, Testing Problems, *Testing Programs, Test Interpretation, Training Identifiers—*Large Scale Assessment, National Assessment of Educational Progress

This paper is based on guidelines developed in 1989 for training workshops for state and local educators to demonstrate the processes by which performance assessments could be created, validated, and used in statewide assessment programs. These guidelines are based on work with the National Assessment of Educational Progress and several statewide assessments. Before assessment can begin, preassessment activities are necessary to establish the assessment framework, develop its plan, and determine assessment resources. Steps in the development of the assessment begin with the development of assessment prompts, and follow through editing of the developed exercises, development of administration procedures, exercise tryouts, development of scoring, resolution of statistical and technical issues, and refining the assessment after tryouts. Preparation for the assessment administration includes selecting samples and preparing schools and administrators for the assessment. Assessment administration includes notification of schools, monitoring the assessment, and evaluating the assessment process. Postadministration activities are important, from training scorers to summarizing, reporting, and interpreting results. These guidelines illustrate that performance assessment is feasible and manageable with proper preparation and evaluation. (SLD)

ED 401 295 TM 025 838

Herbert, Margaret E. Dionne, Jean-Paul
Planning Perspectives by Academic, Business, Lay, and Teacher Experts.

Pub Date—Apr 96

Note—35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adults, Business, Cognitive Psychology, *Definitions, *Delphi Technique, Life Events, *Metacognition, *Planning, Teachers Identifiers—Experts, *Mental Representation

The cognitive processes of planning operationalize many of the metacognitive abilities necessary for transfer of knowledge. A telephone survey of 30 adults and Delphi methodology were used to explore the vocabulary and content of the mental representations of the nature and function of planning as perceived by experts in cognitive psychology (N=9), business (n=11), everyday life planning (lay people) (N=9), and teaching (N=10). The data confirm that there is a striking convergence, within and across the sampled populations, about what planning is used and the purposes for which it is used. Four excellent and precise definitions of planning achieved a solid consensus independently: 97% agreement on all components of the definition and their 145 descriptors, 89% on the function statements, and 95% for the 159 function descriptors. The results confirm that there is a strong commonality among groups of experts about the declarative and the conditional knowledge of planning. The findings suggest that the definitional difficulties within the domain literature may be artificially amplified and are not representative of more nonacademic, real-life practitioners of planning. Results also support the contention that planning may be underutilized as an umbrella vehicle through which to funnel the instruction in many of the other metacognitive skills. (Contains 5 tables and 64 references.) (Author/SLD)

ED 401 296 TM 025 839

Mead, James V. Simon, Stacy
Developing a Mid-Range Theory To Make Sense of Scaling-Up School Reform: A Cross-Site Case Study of Chicago Public Schools.

Spons Agency—Chicago Panel on School Policy, IL.; Lloyd A. Fry Foundation, Chicago, IL.; Spencer

Foundation, Chicago, IL.

Pub Date—Apr 96

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Achievement Gains, Case Studies, *Educational Change, Educational Theories, Elementary Secondary Education, *Outcomes of Education, Public Schools, *School Restructuring, *Urban Schools Identifiers—*Chicago Public Schools IL, Fractals, Reform Efforts, *Theory Development

This paper reports the results from a cross-case analysis of a series of individual case studies in "successful" Chicago (Illinois) schools. Success was defined as demonstrating learning gains in student assessments. Taking this output approach, researchers confirmed the frequently reported findings from reform process case studies that successful schools create, maintain, and communicate a vision with an educational focus in the "steady work" fashion. Furthermore, these successful schools used a process of local adaptation to make reform efforts fit into their environment. These are significant findings in that they replicate findings normally attributed to case studies that examine a singular reform effort or process. It is argued that these findings and backward mapping theory lead to the consideration of the output of reform, rather than its processes, as the appropriate target for future mid-level or system-wide theory development. The paper concludes with some speculation about using fractal modeling techniques to simulate reform output over large-scale systems. (Contains 1 figure and 22 references.) (Author/SLD)

ED 401 297 TM 025 845

Laosa, Luis M.

Research Perspectives on Constructs of Change: Intercultural Migration and Developmental Transitions.

Educational Testing Service, Princeton, N.J. Spons Agency—Grant (W.T.) Foundation, New York, N.Y.

Report No.—ETS-RR-96-6

Pub Date—Mar 96

Note—36p.; Paper presented at the National Symposium of International Migration and Family Change (University Park, PA, November 2-3, 1995).

Pub Type—Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Acculturation, *Change, Cultural Differences, Immigrants, *Immigration, Intercultural Communication, *Life Events, *Migration Patterns, *Population Trends, Research Methodology, Research Needs

In every society there are predictable and normative events, often connected to biological change, that demand personal change from the individual. In contrast with these are other critical life events, less predictable and less prevalent, that place extreme demands on the individual for personal change and adaptation. These extraordinary events include intercultural transitions, particularly those associated with international migration. In recent years the need for research on this type of life transition has increased, largely as a result of significant changes in immigration trends and the ethnocultural mix of the nation's population. A multifaceted, complex, and consequential event, intercultural migration poses special challenges as the subject of scientific inquiry, even as it provides a unique window for viewing processes of change and adaptation. Some of these needs, challenges, and opportunities are identified in this paper, and discussed in the context of research perspectives and the constructs of change. (Contains 77 references.) (Author/SLD)

ED 401 298 TM 025 846

Stricker, Lawrence J. Rock, Donald A.
Measuring Accomplishments: Pseudoobjectivity, Quantity vs. Quality, and Dimensionality.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-8

Pub Date—Apr 96

Note—42p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Achievement, Correlation, *Graduate Students, Graduate Study, Higher Education,

*Intellectual Disciplines, *Measurement Techniques, *Scores, Test Construction Identifiers—*Dimensionality (Tests), *Ipsative Measurement, Self Report Measures

This study examined three questions about measures of accomplishments—observable attainments that have been publicly recognized: their pseudoobjectivity, the correspondence between quantity and quality scores, and their dimensionality. Comparable samples of graduate students described their accomplishments on a questionnaire or judged the similarity of the same accomplishments. Sample 1 consisted of 204 first-year graduate students, and sample 2 consisted of 75 students from four colleges. The Accomplishments Questionnaire consisted of 52 items in 6 areas. Accomplishments in the same field were positively correlated, while accomplishments in different fields varied in their correlations, some being positive and others being negative; these results are inconsistent with the predominantly negative correlations that would occur with ipsative measures. Measures of the quantity and quality (importance, rarity) of accomplishments correlated highly, after correction for attenuation, and appeared to assess the same thing. Analyses of self-report data found that accomplishments were factorially complex, with many of the same factors identified in other kinds of measures appearing. The factors observed in the judgment data largely corresponded to the semantic features of the accomplishment items (Contains 4 tables and 25 references.) (Author/SLD)

ED 401 299 TM 025 847

Wesley, Scott

Job Analysis of the Knowledge Important for Newly Licensed Music Teachers.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-9

Pub Date—Apr 96

Note—98p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrators, College Faculty, Higher Education, *Job Analysis, *Knowledge Base for Teaching, *Licensing Examinations (Professions), *Music Teachers, *Teacher Certification, Teacher Qualifications, Teachers, *Test Construction, Test Content Identifiers—Experts, *Praxis Series, Test Specifications

A job analysis was conducted to define the content domain important for newly licensed (certified) music teachers to perform their jobs competently. The results of the job analysis will be used to develop test specifications for the subject assessment in music of the Praxis Series: Professional Assessments for Beginning Teachers. An initial draft domain of knowledge statements was constructed with subject-matter expertise. The resultant draft, which had 6 content areas, was reviewed by 10 subject-matter experts and revised to contain 93 knowledge statements in the 6 areas. The revised draft was reviewed by an advisory panel of three classroom teachers and six college faculty. A final form was constructed that consisted of 126 knowledge statements in 5 areas. The revised domain was subjected to verification/refutation through a national survey of 843 teachers, 408 college faculty, and 102 school administrators. A cut-point of 2.50 was established to identify the core of important statements. After analysis, 28 of the 126 statements did not meet the criterion for inclusion, and 98 were verified as important enough to be the foundation for the development of test specifications. Seven appendixes list the experts, present the inventory as developed, contain cover letters and follow-ups, and give importance ratings for the various expert groups. (Contains 6 tables, 4 appendix tables, and 13 references.) (SLD)

ED 401 300 TM 025 849

Liou, Michelle And Others
Standard Errors of the Kernel Equating Methods under the Common-Item Design.

Educational Testing Service, Princeton, N.J. Spons Agency—Taiwan National Science Council, Taipei.

Report No.—ETS-RR-96-11

Pub Date—Apr 96

Contract—84-2413-H-001-001

Note—41p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Equated Scores, *Error of Measurement, *Mathematical Models

Identifiers—*Equipercile Equating, Frequency Estimation Equipercile Equating, Gaussian Distribution, *Kernel Method, Log Linear Models, National Assessment of Educational Progress, Smoothing Methods

This research derives simplified formulas for computing the standard error of the frequency estimation method for equating score distributions that are continuized using a uniform or Gaussian kernel function (P. W. Holland, B. F. King, and D. T. Thayer, 1989; Holland and Thayer, 1987). The simplified formulas are applicable to equating both the observed- and smoothed-score distributions (P. R. Rosenbaum and D. Thayer, 1987). Two empirical studies investigated the use of the simplified formulas. The first dataset was scores on 2 forms of an English test, each of which had 55 items, taken by 719 examinees, who answered 25 common items. The second dataset was reading data from the National Assessment of Educational Progress for 9,229 examinees. Results from the empirical studies indicate that the simplified formulas work reasonably well for samples with moderate sizes, such as 1,000 examinees. (Contains 9 figures and 17 references.) (Author/SLD)

ED 401 301 TM 025 850

Stocking, Martha L.

Revising Answers to Items in Computerized

Adaptive Tests: A Comparison of Three Models,

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-12

Pub Date—Apr 96

Note—40p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adaptive Testing, Cognitive Processes, Comparative Analysis, *Computer Assisted Testing, *Error Correction, *Mathematical Models, Simulation, Test Bias, Testing Problems, *Test Items

Identifiers—*Answer Changing (Tests), Large Scale Assessment, Revision Processes

The interest in the application of large-scale computerized adaptive testing has served to focus attention on issues that arise when theoretical advances are made operational. Some of these issues stem less from changes in testing conditions and more from changes in testing paradigms. One such issue is that of the order in which questions are answered within a test or a separately timed test section. In linear testing, this order of responses is entirely under the control of the test-taker, who can omit questions, look ahead at questions, and return and revise answers to previous questions. The attempt to permit the same, or even reasonably restricted, control in adaptive testing can unintentionally result in transferring to the test-taker control over which items are chosen for administration, threatening both test fairness and accuracy. This paper explores, using simulations, three models of permitting test-taker control over revising previous answers in the context of adaptive testing. Even under a worst-case model of test-taker revising behavior, two of the models of permitting item revisions work well in preserving test fairness and accuracy and one model studied may also preserve some cognitive processing styles developed by test-takers for a linear testing environment. (Contains 4 figures, 5 tables, and 23 references.) (Author)

ED 401 302 TM 025 851

Bejar, Isaac I.

Generative Response Modeling: Leveraging the

Computer as a Test Delivery Medium.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RR-96-13

Pub Date—Apr 96

Note—44p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Ability, *Computer Assisted Testing, *Cost Effectiveness, Estimation (Mathematics), Monte Carlo Methods, *Responses, *Test Construction, Test Items, Writing Evaluation, Writing Skills

Identifiers—Response Model

Generative response modeling is an approach to test development and response modeling that calls for the creation of items in such a way that the parameters of the items on some response model can be anticipated through knowledge of the psychological processes and knowledge required to respond to the item. That is, the computer would not merely retrieve an item from a database, as is the case in adaptive testing, but would compose it, or

assist in doing so, according to the desired specifications. This approach to assessment has implications for both the economics and validity of computer administered tests. To illustrate the concept, a system for measuring writing skills is outlined in which the examinee is expected to rewrite sentences, rather than just recognize errors in a sentence, using a multiple-choice format. The possibility of estimating the psychometric parameters of items based on a psychological analysis of the response process is examined, and shown to be feasible. A Monte Carlo study with 100 simulated examinees at each of 6 ability levels is presented, which investigated the possibility of compensating for that imprecision when estimating ability or proficiency. It is concluded that a generative approach is feasible, and can be a mechanism for taking advantage of the considerable investment required for computer-based testing. (Contains 5 figures, 7 tables, and 59 references.) (Author/SLD)

ED 401 303 TM 025 852

Enright, Mary K. Oltman, Philip K.

Describing Complex Academic Tasks from Six Graduate Disciplines Using Multidimensional Scaling and Clustering.

Educational Testing Service, Princeton, N.J.

Spons Agency—Graduate Record Examinations

Board, Princeton, N.J.

Report No.—ETS-RR-96-14

Pub Date—Apr 96

Note—73p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Cluster Analysis, Graduate Students, *Graduate Study, Higher Education, Humanities, *Intellectual Disciplines, *Multidimensional Scaling, Physical Sciences, Problem Solving, Social Sciences, *Test Construction, Test Reliability

Identifiers—*Problem Finding

Multidimensional scaling and cluster analysis were used to describe and categorize tasks from six graduate disciplines including academic psychology, applied psychology, English literature, journalism, physics, and electrical engineering. A sample of task descriptions was constructed through interviews with four or five graduate students from each of these disciplines. A rating instrument was designed to describe task goals and to evaluate whether tasks were well or ill structured with respect to various aspects of problem definition and problem solution. Graduate faculty (three to five per discipline) used the rating instrument to characterize a sample of tasks from their disciplines. The scales were found reasonably reliable and were useful in identifying and describing task cluster and how such clusters varied both within and across disciplines. A cluster of short-term problems that were posed by someone other than the student was found in every field, although the other characteristics of this cluster of tasks varied with discipline. In all disciplines except physics, a cluster of complex tasks emerged that was characterized as having multiple objectives that needed to be satisfied. The cluster of complex tasks found in physics was not described clearly by the scales. Problem-finding was an important task characteristic in the social sciences and humanities, but not in the physical sciences. The relevance of multidimensional scaling and clustering to test design is discussed. An appendix contains examples of task descriptions. (Contains 8 figures, 15 tables, and 18 references.) (Author/SLD)

ED 401 304 TM 025 853

Rivera, Hipolito

Critique of 16 PF.

Pub Date—[96]

Note—12p.

Pub Type—Book/Product Reviews (072)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Advising, Adolescents, *National Norms, Personality Assessment, *Personality Measures, Personality Traits, Personnel Selection, *Screening Tests, Secondary Education, *Test Reliability, Test Use, Test Validity

Identifiers—*Sixteen Personality Factor Questionnaire

The release of the newest Sixteen Personality Factor Questionnaire (16PF), Fifth Edition, is the evolution of Raymond Cattell's conceptualization of the primary components of personality by analyzing adjectives describing human behavior. This updated version continues to measure the same 16 primary personality factors with improved reliability and va-

lidity. The 16PF Fifth Edition also includes five global factors. The face validity of the instrument is excellent. Norms were created with a final normative sample of 22,500, and test-retest coefficients have offered evidence of stability over time of the traits measured by the 16PF. The wide use of the 16PF includes applications in industry and business for selection of personnel. The instrument is ideal for the school professional dealing with adolescents with adjustment problems and for advising students going to college. The 16PF is also being explored as a screening management tool for professional military personnel. (Author/SLD)

ED 401 305 TM 025 855

Thomas, Leslie Kalohn, John C.

Weighting Tasks from Job Analysis Data To Derive Test Specifications for Licensure Examinations: Some Methodological and Statistical Considerations.

Pub Date—Apr 96

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Job Analysis, *Licensing Examinations (Professions), *Mathematical Models, *Research Methodology, Scores, *Test Content, Test Results

Identifiers—Mahalanobis Distance Function, *Test Specifications, *Weighting (Statistical)

Test specifications dictate the kind of content that should be included on each form of an examination, and the relative weight that each content domain should contribute to the determination of examinees' test scores by specifying the proportion of items to be included in each content area. This paper addresses a step in the development of specifications: combining job analysis rating data to determine an index of importance for each task. The Kane procedure (Kane et al, 1989), a multiplicative model, was compared with a new procedure based on a modified version of the Mahalanobis Distance (MD) measure. A conceptual model was also proposed to evaluate the results when comparing such procedures. A small data set of 5 task statements and 10 respondents was used as an example of data to be analyzed by both procedures. The Kane weights produced orderings of task statements that did not meet the expected ordering based on the model, except when criticality was weighted by a factor of 10. The MD weights approached a limit as the criticality weight was increased. The conceptual model proposed gives a logical rank ordering of tasks, but does not provide a means to translate this ordinal information into reasonable task weights. An ideal conceptual model would include a rationale for evaluating a weighting scheme. Preliminary analyses of the actual job data with each approach demonstrated that both methods failed to produce weights that were compatible with the model presented. Research on a more comprehensive conceptual model is being planned. (Contains 5 figures, 12 tables, and 11 references.) (SLD)

ED 401 306 TM 025 860

Supovitz, John MacGowan, Andrew, III

The Impact of Portfolio Assessment Policy on

Early Grade Teachers in Rochester, New York.

Pub Date—May 96

Note—46p.

Pub Type—Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Educational Policy, Educational Practices, Elementary Education, *Elementary School Teachers, *Language Arts, *Portfolio Assessment, Portfolios (Background Materials), Primary Education, *School Districts, Writing (Composition)

Identifiers—*Rochester City School District NY

This paper examines the policy ramifications of district-wide portfolio assessment design and implementation in Rochester (New York). A survey of 189 primary grade Rochester teachers with respect to their beliefs about, and uses of, portfolio assessment examined the link between policy decisions and classroom practice. The major finding is that Rochester teachers report that portfolios are influencing their assessment practices, but have only a limited effect on their curriculum and instructional activities. The paper concludes with an analysis of the possible reasons for these findings and their policy implications. Appendixes describe the developmental stages in early writing and required and

optional language arts portfolio pieces, and present the survey instrument. (Contains 4 tables and 25 references.) (Author/SLD)

ED 401 307 TM 025 868

McBride, Beth. *Carlita, James*
Empirical Results of Using an Analytic versus Holistic Scoring Method To Score Geometric Proofs: Linking and Assessing Greeno, Bloom, and van Hiele Views of Student Abilities To Do Proof.

Pub Date—Apr 95

Note—56p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Analysis of Variance, Cognitive Processes, Correlation, Criteria, Evaluators, *Geometry, High Schools, *High School Students, *Holistic Approach, Mathematical Aptitude, *Mathematics Achievement, Reliability, *Scoring Identifiers—*Analytic Scoring, *Van Hiele Levels

This study sought to establish the benefits of an analytic scoring procedure for assessing student performance in doing geometry proofs. Using the cognitive behavior theories of B. Bloom and the theories of J. G. Greeno about geometric knowledge, five criteria were established for assessing performance in proof. After a training session, 3 judges rated the performance of 241 students using the scale on a proof test used in previous research or a newly developed proof test. Student proof scores were established through averaging the judges' ratings. The scores were compared with the scores of other tests intended to measure a student's ability to do proof. Repeated measures of analysis of variance were used to determine the interrater reliabilities for all the ratings, which were consistently high. Cronbach's alpha was used to estimate the internal consistencies of test scores resulting from the new scoring method, which were very high. A step-down analysis of variance for three methods of scoring proof, by proof test form, was conducted to investigate the analytical sensitivity of each method, revealing the analytic scoring method to be much more statistically sensitive. A table of correlations for van Hiele levels and the new assessment criteria was generated, and a convergent/discriminant analysis of correlations revealed that the scoring criteria were not well aligned with van Hiele theory's of geometric thinking. An appendix presents the Revised van Hiele Test. (Contains 6 tables and 16 references.) (Author/SLD)

ED 401 308 TM 025 869

Yang, Wen-Ling. *Houang, Richard T.*
The Effect of Anchor Length and Equating Method on the Accuracy of Test Equating: Comparisons of Linear and IRT-Based Equating Using an Anchor-Item Design.

Pub Date—11 Apr 96

Note—84p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Equated Scores, Estimation (Mathematics), *Guessing (Tests), *Item Response Theory, Minimum Competency Testing, *Test Format, Test Items, *True Scores

Identifiers—Accuracy, *Anchor Tests, *Linear Equating Method, Tucker Common Item Equating Method

The influence of anchor length on the accuracy of test equating was studied using Tucker's linear method and two Item-Response-Theory (IRT) based methods, focusing on whether equating accuracy improved with more anchor items, whether the anchor effect depended on the equating method used, and the adequacy of the inclusion of the guessing parameter for a test that had a negatively skewed distribution of scores. Data were from 2 forms of a minimum competency examination that contained 197 and 203 items respectively. Three pairs of shorted forms were created by the simple random sampling of items, and the pairs were equated separately. The total score on the 145 anchor items was used as a criterion, a pseudo true score, to evaluate result accuracy. True score estimates were obtained that were correlated to the pseudo true score. Overall, results yielded by all three equating methods were moderately accurate, and no matter which equating method was used, the results tended to be

more accurate when there were more anchor items. In addition, inclusion of a guessing parameter was justified. Six appendices present the sampling scheme for the reduced forms, item correlations and descriptive test statistics for the reduced and full forms, and the two equating methods. (Contains 1 figure, 4 tables, 18 appendix tables, and 46 references.) (SLD)

ED 401 309 TM 025 870

Myford, Carol M. *And Others*
Constructing Scoring Rubrics: Using "Facets" To Study Design Features of Descriptive Rating Scales.

Pub Date—Apr 96

Note—61p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Evaluators, *Rating Scales, *Scoring, *Student Evaluation, *Test Construction, Test Use, Visual Arts

Identifiers—*FACETS Computer Program, FACETS Model, National Assessment of Educational Progress, *Scoring Rubrics

Developing scoring rubrics to evaluate student work was studied, concentrating on the use of intermediate points in rating scales. How scales that allow for intermediate points between defined categories should be constructed and used was explored. In the recent National Assessment of Educational Progress (NAEP) visual arts field test, researchers experimented with several formats for constructing scoring rubrics. Some descriptive graphic rating scales (continuous score scales) were pilot tested by 11 raters who scored the NAEP visual arts test for grades 4 and 8. Descriptive graphic ratings were designed to evaluate 4 test production blocks from the assessment, for a total of 50 pieces of student work. The "Facets" computer software was used to analyze the rating data. Raters were able to use the descriptive rating scales reliably. Some of the constructed scales were able to support 7 to 10 rating points rather than the traditional 3 or 4 points. However, there was little appreciable gain in reliability for scales having more than five points. The particular features of the scale (such as defined midpoint) were not as important as the knowledge, skills, and motivation of the rater. An appendix contains the graphic rating scales. (Contains 2 figures, 11 tables, and 32 references.) (SLD)

ED 401 310 TM 025 873

The Development of Accountability Systems Nationwide and in Texas. *Statewide Texas Educational Progress Study Report No. 1.*

Texas Education Agency, Austin.

Report No.—GE-601-07

Pub Date—Apr 96

Note—47p.

Available from—Publications Distribution Division, Texas Education Agency, 1701 North Congress Avenue, Austin, TX 78701-1494 (\$2).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Academic Achievement, *Accountability, Educational Assessment, Educational Change, *Evaluation Methods, *Performance Factors, Program Evaluation, Public Schools, *State Programs, Test Construction, *Testing Programs

Identifiers—*Educational Indicators, *Texas

This is the first in a series of reports on the educational progress of Texas public schools. It reviews the concerns that led to the development of the integrated accountability system now used in Texas and examines this system relative to those of other states. A major new research and evaluation effort, the Statewide Texas Educational Progress Study is described. A number of national studies have discussed the need for assessment and establishing indicators to measure progress. In Texas, results from the state's testing program are a central part of the Academic Excellence Indicator System (AEIS). AEIS data are summarized in reports for school, district, region, and state levels in an integrated system that includes statewide testing, local performance reporting, and state accreditation. It is based on eight guiding principles that include student performance and the right of the public to knowledge about the school system. Thirty-four of the 50 states have established formal performance standards in public education; Texas is among the 31% of states that produce reports at school, district, and state

levels. An appendix compares the Texas accountability system with those of California, Florida, New York, and Tennessee. (Contains 7 figures and 29 references.) (SLD)

ED 401 311 TM 025 875

Bargar, June R. *And Others*
Discovering Learning Preferences and Learning Differences in the Classroom.

Report No.—ISBN-1-56502-007-3

Pub Date—94

Note—81p.

Pub Type—Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Style, Decision Making, Extraversion Introversion, *Individual Differences, Learning Modalities, *Learning Strategies, Orientation, Perception, *Psychological Patterns, Student Attitudes, Teacher Attitudes, *Teaching Methods

Identifiers—*Jung (Carl G)

Understanding learning differences and how they function in the classroom is important to both students and teachers. The learning preferences described in this handbook are based on the concepts of psychological type developed by Carl Jung. Jung identified three sets of psychological processes, the areas of attitude (orientation), perception, and judgment (decision making). This handbook adds processes based on adaptation. From these processes, eight learning preferences are derived, and each is paired with a contrasting preference. The preferences are illustrated in a color wheel that opposes extraversion and introversion in the area of orientation, sensation and intuition in the area of perception, thinking and feeling as aspects of decision making, and judgement and perception as aspects of adaptation. The handbook contains an individual learning preferences checklist for teachers and students, a guide to its use, descriptions of the preferences, and student worksheets. To help improve instruction, the handbook describes some classroom and teaching strategies related to the preferences. Appendices include: (1) the student learning preferences worksheet; (2) a class learning preference distribution; (3) a summary of learning processes and preferences; (4) a description of learning preference combinations; and (5) an annotated list of 14 sources to consult on psychological type and a 10-item reading list. (Contains three figures.) (SLD)

ED 401 312 TM 025 880

Slater, Sharon C. *Schaeffer, Gary A.*
Computing Scores for Incomplete GRE General Computer Adaptive Tests.

Pub Date—Apr 96

Note—36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Adaptive Testing, College Students, *Computer Assisted Testing, Equal Education, Higher Education, *Psychometrics, Scores, *Scoring, Simulation, Test Bias, *Test Results, *Timed Tests

Identifiers—*Graduate Record Examinations, Incomplete Data Sets, Monitoring

The General Computer Adaptive Test (CAT) of the Graduate Record Examinations (GRE) includes three operational sections that are separately timed and scored. A "no score" is reported if the examinee answers fewer than 80% of the items or if the examinee does not answer all of the items and leaves the section before time expires. The 80% threshold was adopted to set a minimum threshold to result in psychometrically acceptable scores without penalizing slow test takers. A study was conducted to examine the impact of possible CAT test-taking (and test completion) strategies and scoring options with regard to incomplete tests and to consider the impact of working to the 80% level or beyond it. Actual data for different completion points were selected from 70,000 GRE CAT examinees. CAT simulations were also conducted to assess the impact of different test taking strategies and different ways of scoring tests when not all items were answered. Data did not indicate that there is widespread use of the 80% rule as a strategy for deciding how much of the GRE CAT to complete. Serious psychometric and equity issues would be raised if examinees began to employ this strategy, so monitoring of examinee strategies is important. (Contains three figures and eight tables.) (SLD)

ED 401 313

TM 025 881

Ridley, Dennis R.

Assessment Plan for CNU Online (1996 Revision).

Pub Date—15 May 96

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Computer Uses in Education, Course Evaluation, *Distance Education, Educational Planning, *Educational Technology, *Evaluation Methods, Higher Education, *Instructional Effectiveness, *Online Systems, *Program Evaluation, Program Implementation

Identifiers—*Christopher Newport University VA

This assessment plan is being developed to provide evidence of the effectiveness of the implementation of CNU Online, the online course delivery system of Christopher Newport University (Virginia). The evaluation of the program is designed to satisfy appropriate standards for methodological rigor and scholarly integrity. There are three focuses to the assessment: (1) student outcomes; (2) course-based comparisons of online and classroom courses; and (3) program outcomes. Student outcomes, the traditional subject of evaluation, are the basis for the assessment, and were generally defined as the courses were established. Course-based comparisons will usually be in terms of the student outcomes, with special attention to the knowledge and skills taught in the course. The practical arrangements for comparisons will depend on circumstances, particularly in situations where the same course is taught online and in the classroom by the same professor or by different professors. In considering program outcomes, it is necessary to look at the program of online instruction as well as the specific degree program pursued. At present, only one degree program is offered online. As the evaluation progresses, development of an appropriate reporting mechanism is needed. An appendix contains the instructional evaluation survey for the assessment. (SLD)

ED 401 314

TM 025 882

Mittag, Kathleen Cage Taylor, Sharon E.

Using Graphing Calculator Technology in Educational Statistics Courses.

Pub Date—12 Apr 96

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Calculators, Comprehension, Educational Research, Educational Technology, Higher Education, Mathematics Instruction, *Statistics, Teacher Education, *Teaching Methods

Identifiers—*Graphing (Mathematics)

This paper presents the features of graphic calculator technology that can be implemented in noncalculus-based educational statistics courses. The objectives are to: (1) present potential uses of the graphing calculator; (2) discuss current research concerning graphing calculator implementation in the classroom; and (3) illustrate current instructional strategies advocated for use in the statistics curriculum. On-going studies have indicated increases in conceptual understanding through the use of graphing calculators. While computers may not always be available to students, the hand-held calculator can be used in the classroom and at home. Screens with data, output, and programs are illustrated. With the opportunity to see available technology used with real data and activity-based learning, teachers of educational statistics can lay a better foundation for their students. An appendix presents simulation programs for the Sharp EL-9300 calculator. (Contains 22 references.) (Author/SLD)

ED 401 315

TM 025 883

Klecker, Beverly Loadman, William E.

An Analysis of the School Participant Empowerment Scale (Short and Rinehart, 1992) Based on Data from 4091 Teachers in 183 Restructuring Schools.

Pub Date—Apr 96

Note—39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

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ciation (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Educational Change, Educational Improvement, *Elementary School Teachers, Elementary Secondary Education, Incentives, *Participative Decision Making, Professional Autonomy, *School Restructuring, *Secondary School Teachers, State Programs, Surveys, *Teacher Empowerment, Teacher Role

Identifiers—Ohio, *School Participant Empowerment Scale

As an increasing number of schools undertake restructuring efforts, an instrument to measure teacher empowerment would be a useful tool for researchers and evaluators. Such an instrument was used in a census survey of 10,544 teachers in 307 Venture Capital Schools in Ohio to obtain baseline measures of classroom teachers' participation in school restructuring. Thirteen dimensions of teacher empowerment were identified, and the School Participant Empowerment Scale (P. M. Short and J. S. Rinehart, 1992) was selected as the instrument that best measured these constructs. The Ohio Venture Capital Schools, which comprise about 10% of the state's schools, receive grants from the state for educational improvement. Complete responses from 4,091 classroom teachers in 183 schools were analyzed. Results indicated that the subscales of the School Participant Empowerment Scale should be used with caution. The total score measures teacher empowerment with some redundancy, and the items of the subscales should be reviewed carefully to see if they are measuring different content. Subscales developed in this study may assemble the items from the School Participant Development Scale in a better way. (Contains 20 tables and 26 references.) (SLD)

ED 401 316

TM 025 887

Brogan, Ray Zhao, Charles

Designing a Longitudinal Study: Issues, Problems & Concerns.

Pub Date—92

Note—16p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (1992).

Pub Type—Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attrition (Research Studies), *Data Collection, Elementary Education, Elementary School Students, Evaluation Methods, *Information Management, *Longitudinal Studies, Program Evaluation, *Research Design, Research Problems

A longitudinal study was planned to track a class in a prekindergarten program to determine program effectiveness. There are many problems in conducting a longitudinal study, most of which revolve around the long-term commitment required. A carefully designed information system is important. For the study in question, computer software and hardware were not available. Attrition of subjects is a central problem in longitudinal studies, but changes in data-gathering personnel can grossly alter the information management system. Data collection activities need to be institutionalized from the beginning of the study, with clear definitions and plans from the outset. The purpose and importance of the longitudinal study must be understood from the beginning, and teachers at all levels should be made to feel part of the study. (Contains 20 references.) (SLD)

ED 401 317

TM 025 888

Breland, Hunter M.

Writing Skill Assessment: Problems and Prospects. Policy Issue Perspective Series.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—Apr 96

Note—29p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—College Entrance Examinations, Computer Uses in Education, Cost Effectiveness, *Educational Technology, *Essay Tests, High Schools, *Performance Based Assessment, Prediction, *Test Construction, Test Reliability, Test Use, Test Validity, Writing Evaluation, *Writing Skills, Writing Tests

Identifiers—*Authentic Assessment, *Free Response Test Items

Recent trends in writing skill assessment suggest

a movement toward the use of free-response writing tasks and away from the traditional multiple-choice test. A number of national examinations, including major college admissions tests, have included free-response components. Most of the arguments in support of this trend relate to the hypothesized effects of testing on curriculum and instruction, but others center around systemic validity and authenticity. There are questions in these areas, however, beginning with the question of what the content of a writing assessment should be. The reliability of free-response writing tests is often reported in terms of interrater reliability, but correlations of scores assigned by different raters can inflate the estimate of reliability. Combining assessment types, essay and multiple choice, is a way to improve reliability that is proving workable. The predictive effectiveness of writing skill assessments is related to reliability. Issues of fairness, comparability, cognitive complexity, and cost and efficiency must be addressed in the construction of free-response writing skill assessments. Technology seems to be an important key to the future of writing skill assessment. The future seems to one of increasing acceptance of performance tasks, and these will be best administered through the computer. (Contains 1 figure and 51 references.) (SLD)

ED 401 318

TM 025 891

Green, Bert F.

Setting Performance Standards: Content, Goals, and Individual Differences.

Educational Testing Service, Princeton, NJ. Policy Information Center.

Pub Date—6 Nov 95

Note—23p.; Paper presented at the annual William H. Angoff Memorial Lecture (2nd, Princeton, NJ, November 6, 1995).

Pub Type—Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Certification, *Course Content, *Cutting Scores, Elementary Secondary Education, *Performance Based Assessment, *Prediction, *Psychometrics, Standards, Student Motivation, Test Content

Identifiers—*Standard Setting

Setting performance standards is an area that different constituencies see quite differently. The choices of elements for a particular standard depend to a large extent on the purposes the standard is intended to serve. Standards can be used in certification, as predictors, as descriptors, and as motivators. While performance standards indicate how much of a domain has been mastered, content standards define the extent of the domain to be tested. The bridge from one to the other is of central importance in validating performance standards. Performance standards must reflect content standards. The psychometric problem of determining just where a cut-point should be placed on a scale is important, but deciding what to test and how to test it are more important. In prediction, placing the standard on the right scale is important, while for description and motivation, the placement of the points is less important than having enough points to be descriptions and goals for the full range evaluated. Finding a way to map content standards onto performance standards is an extremely important challenge in standard setting. (Contains 3 figures, 3 tables, and 23 references.) (SLD)

ED 401 319

TM 025 892

Flowers, Claudia P. And Others

A Description and Demonstration of the Polytomous-DFIT Framework.

Pub Date—Apr 96

Note—48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Item Response Theory, *Mathematical Models, Simulation, *Test Bias, Test Length Identifiers—Item Bias Detection, Parametric Analysis, *Polytomous Variables

N. S. Raju, W. J. van der Linden, and P. F. Fler (in press) have proposed an item response theory-based, parametric procedure for the detection of differential item functioning (DIF)/differential test functioning (DTF) known as differential functioning of item and test (DFIT). DFIT can be used with dichotomous, polytomous, or multidimensional data. This study describes and provides a simulated demonstration of the polytomous-DFIT framework.

Factors manipulated in the simulation were: (1) length of test (20 and 40 items); (2) focal group distribution; (3) number of DIF items; (4) direction of DIF; and (5) type of DIF. The DFIT framework was effective in identifying DTF and DIF in polytomously scored data for the conditions simulated. The preliminary findings provide promising results and indicate directions for future research. (Contains 3 figures, 6 tables, and 21 references.) (Author/SLD)

ED 401 320 TM 025 899

Lindner, Reinhard W. And Others

Highlighting Text as a Study Strategy: Beyond Attentional Focusing.

Pub Date—Apr 96

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention, *College Students, Higher Education, *Recall (Psychology), Retention (Psychology), Review (Reexamination), *Schemata (Cognition), *Study Skills

Identifiers—*Highlighting (Text)

Two experiments were conducted to investigate whether the strategy of differentiating main and supporting ideas with different colored highlighter pens resulted in greater use of schema building and increased recall of information by students and whether the benefits of text marking come at the time of encoding or at the time of review. Sixty-six college students participated in the first experiment, and 1,107 in the second. A posttest-only control/comparison group design was used, with multiple-choice test testing student recall of the material. Preliminary results from the first study indicates that there was a small, though statistically nonsignificant, effect due to text marking, with two-color highlighting resulting in the greatest retention. Results of the second study did not lend further support to the findings of experiment one. Results on the immediate test were the opposite of those from the first experiment, and results of the delayed test showed that all groups scored about equally well, although the two-highlighter group showed the most gain, suggesting that the benefits, if any, from the strategy come at the time of review. (Contains three tables and eight references.) (SLD)

ED 401 321 TM 025 900

Lindner, Reinhard W. And Others

The Design and Development of the "Self-Regulated Learning Inventory": A Status Report.

Pub Date—Apr 96

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Grade Point Average, Graduate Students, Higher Education, Item Banks, *Learning Strategies, *Metacognition, Pilot Projects, Psychometrics, *Student Motivation, *Test Construction, Test Items, Test Reliability, Theory Practice Relationship, *Undergraduate Students

Identifiers—*Self Regulated Learning, Self Regulated Learning Inventory

The development of an inventory to measure self-regulated learning is reported. The first step involved the generation of an item pool based on a literature review. A pool of items was developed based on the five identified factors of metacognition, learning strategies, motivation, contextual sensitivity, and environmental utilization and control. A pilot version with 71 items was tested with 305 undergraduates, and one factor, self-regulated learning, was found to account for the largest portion of the variance. In the second version of the inventory, researchers began to construct a model of self-regulated learning in which to ground the construction of the inventory. This version was tested with 96 graduate students, but technical aspects were not entirely satisfactory. Version 3 represents an attempt to improve the technical properties of the inventory and an effort to clarify and sharpen the model. Version 3, which contained 4 subscales, was tested with 219 undergraduates and 62 graduate students. Reliabilities of this version were higher than those of the other versions, and all subscales and total score correlated with grade point average, with the motivation scale showing the strongest relationship. Results support the model and the poten-

tial of the inventory as a means of assessing self-regulated learning. (Contains 2 figures, 12 tables, and 14 references.) (SLD)

ED 401 322 TM 025 902

Wang, Tianyou Zeng, Lingjia

Item Parameter Estimation for the Continuous Response Model via an EM Algorithm.

Pub Date—Apr 96

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ability, *Educational Assessment, *Estimation (Mathematics), *Item Response Theory, Psychological Testing, Simulation, *Test Items

Identifiers—Calibration, EM Algorithm, *Item Parameters, Work Keys (ACT)

F. Samejima (1973) proposed a continuous response model in which item response is on a continuous scale rather than some discrete levels. This model has potential because in many psychological and educational assessments, the responses are on a conceptual continuum rather than on some fixed levels. As a first step toward studying the applicability of the continuous response model to psychological and educational assessment, it was important to develop an item parameter estimation algorithm. Because the estimation of item parameters involves an incidental theta parameter, the EM algorithm is used. The EM algorithm is a popular technique for item response theory item parameter estimation that is used in commercial calibration software. The item parameter estimation procedure is described step-by-step. The procedure was programmed in C language, and it was evaluated using real and simulated test data. The real data were from 3 forms of the Work Keys (American College Testing Program) writing test assessment with samples of 7,097, 2,035, and 1,793 people. Simulated data were also based on Work Keys writing test forms for 200, 500, and 2,000 simulated examinees. Results of both studies show that the continuous response model seems applicable to real test data with many categories of responses and that the EM algorithm works reasonably well in recovering true item parameter values. (Contains 2 tables, 3 figures, and 12 references.) (SLD)

ED 401 323 TM 025 903

Wang, Tianyou And Others

Conditional Standard Errors, Reliability and Decision Consistency of Performance Levels Using Polytomous IRT.

Pub Date—Apr 96

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Ability, *Classification, *Error of Measurement, Goodness of Fit, *Item Response Theory, Performance Factors, *Probability, Reliability, *Scaling, Statistical Distributions, *True Scores

Identifiers—Polytomous Variables, Work Keys (ACT)

M. J. Kolen, B. A. Hanson, and R. L. Brennan (1992) presented a procedure for assessing the conditional standard error of measurement (CSEM) of scale scores using a strong true-score model. They also investigated the ways of using nonlinear transformation from number-correct raw score to scale score to equalize the conditional standard error along the reported score scale. Kolen, L. Zeng, and Hanson (in press) presented a similar procedure for assessing CSEM using item response theory (IRT) techniques. This paper extends that procedure to tests with polytomous items using a polytomous IRT model approach. A polytomous IRT-based procedure to assessing decision consistency of performance level classification based on alternate test forms is also described. The general approach for assessing CSEM and reliability is to obtain the probability distribution of the level score conditioned on a given theta and then compute the conditional mean and conditional standard deviation (or variance) of the scale scores or the level scores. The CSEM of the level score is the conditional standard deviation. Data from the American College Testing

Program's Work Keys assessment for 7,097, 2,035, and 1,793 samples illustrate the use of the procedures. Model fit, classification consistency, and reliability were evaluated and found acceptable. Results suggest that the new level scores have higher reliability and classification consistency than the old level scores, indicating the usefulness of these polytomous IRT-based procedures. (Contains 4 tables, 5 figures, and 16 references.) (SLD)

ED 401 324 TM 025 904

Wang, Tianyou

Weights That Maximize Reliability under a Congeneric Model for Performance Assessment.

Pub Date—Apr 96

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Computation, *Equations (Mathematics), Matrices, *Performance Based Assessment, *Scores, Test Items, *Test Reliability

Identifiers—*Congeneric Tests, *Weighting (Statistical), Work Keys (ACT)

In this paper, formulas for computing the weights that maximize the reliability of a test with multiple parts are derived using a congeneric model. A direct derivation for the three-part test and case and a two-step derivation for the n-part case are presented, and results for these two approaches are shown to be consistent for the three-part case. The computations of the formulas are rather simple and are all based on the variance-covariance matrix of the part scores. Two examples are given to show the computations and the usefulness of the formulas. One used data from the American College Testing Program's Work Keys listening assessment for 1,793 examinees and 3 test items. The other used the same data for all six items in the test. These formulas apply not only to performance assessment situations but also to other testing situations where each subtest may contain multiple items. (Contains 2 tables and 11 references.) (Author/SLD)

ED 401 325 TM 025 912

Wamboldt, Martina

Pupil Membership and Related Information, Fall 1995.

Colorado State Dept. of Education, Denver.

Pub Date—May 96

Note—223p.

Available from—Colorado Department of Education, State Office Building, 201 East Colfax, Denver, CO 80203 (\$7.50).

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—American Indians, Asian Americans, Average Daily Membership, Black Students, Elementary Secondary Education, *Enrollment, Enrollment Trends, Ethnic Groups, Hispanic Americans, *Minority Groups, *Public Schools, *School Districts, Tables (Data), Teacher Student Ratio, *Urban Schools, White Students

Identifiers—*Colorado, Denver Public Schools CO

Information used to prepare this publication was collected from Colorado's school districts. In fall 1995 there were 656,279 students in Colorado's 176 school districts, an increase of 2.5% over the fall membership of the previous year. Beginning with fall 1990, each year's membership has surpassed that of the previous peak of 1972. Membership continues to rise in both elementary and secondary grades. Between 1991 and 1995 fall membership in public schools increased by 31,542 (21.2%) for minority students and 31,707 (7.1%) for white students. Native Americans, Asians, Blacks, and Hispanics represented 27.5% of the fall 1995 student membership, while these same groups made up 9.0% of the state's teachers. The 10 largest school districts in the state increased their membership by 2.6%, and they accounted for 54.5% of total student membership. The Denver metropolitan area had 53.5% of the state's total student public school membership. The fall 1995 pupil/teacher ratio of 18.5 to 1 increased from the 18.4 to 1 ratio of fall 1994. The graduation rate for the Class of 1995 was 77.4%, a decrease of 1.4 percentage points from the rate of the Class of 1994. These data and others are presented in three illustrations (graphs) and nine tables. (SLD)

ED 401 326 TM 025 913

Tuck, Kathy D.

Parent Satisfaction and Information (A Customer Satisfaction Survey).

District of Columbia Public Schools, Washington, DC. Research Branch.

Pub Date—Mar 95

Note—97p.

Pub Type—Reports - Research (143) — Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Academic Achievement, Content Validity, *Educational Environment, Elementary Secondary Education, Evaluation Methods, *Parent Attitudes, Parent Participation, Parent School Relationship, Pilot Projects, Reliability, *Satisfaction, Surveys, *Urban Schools, User Needs (Information)

Identifiers—*District of Columbia Public Schools

The District of Columbia public schools sought to obtain an index of "customer satisfaction" from its parents through a study designed to examine their perceptions of their children's schools and school experiences. A survey was developed and pilot tested to ensure content validity and reliability. The survey focused on five areas: (1) quality of staff; (2) school climate; (3) academic program; (4) social development and extracurricular activities; and (5) parent involvement. This report summarizes the findings of the survey, which was completed by randomly selected 3,948 parents. Overall, parents were moderately satisfied with their local schools, giving schools an overall average rating of 3.82 on a 5-point scale. Only one-third of parents gave their children's schools an "excellent" rating. Among the five school areas examined in the survey, parents were most satisfied with parent involvement. The second highest rating was given to quality of the school staff, and the third highest rating was given to the school climate. Social development and extracurricular activities received the fourth highest ratings, and the academic program area was rated lowest by parents. Parent satisfaction also differed across student achievement levels, with satisfaction highest for parents with higher achieving students. Although parents differed in their levels of satisfaction, their rankings tended to be similar for the five school areas. Seven appendixes contain the survey instrument, parent ratings overall by school and for the five areas, and discuss survey methodology and respondent characteristics. (Contains 6 tables, 22 figures, 24 appendix tables, and 10 references.) (SLD)

ED 401 327

Jervis, Kath

Eyes on the Child: Three Portfolio Stories. The

Series on School Reform.

Report No.—ISBN-0-8077-3514-0

Pub Date—96

Note—163p.

Available from—Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (paperback: ISBN-0-8077-3514-0, \$19.95; clothbound: ISBN-0-8077-3515-9).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Case Studies, Educational Change, *Educational Environment, Educational Practices, Elementary Secondary Education, Instructional Effectiveness, Mixed Age Grouping, *Portfolio Assessment, Portfolios (Background Materials), *School Restructuring, Teacher Attitudes, *Teachers, *Teaching Methods, Team Teaching, Urban Schools

Identifiers—Coalition of Essential Schools, Foxfire

This book describes the efforts of teachers to develop new strategies for looking at children's work and learning in three schools that are involved in the radical restructuring of education in concert with networks of reformers (the Coalition of Essential Schools, Foxfire, and Project Zero). The assessment strategies that these teachers are inventing are authentic in that they examine what students can do when they are engaged in real-world activities and the creation of their own ideas and products. The first half of each of these three case studies locates the teachers within the contexts of their schools to show the basic issues they face as they put portfolios into practice. The second half of each discussion describes the portfolios that have grown from classroom circumstances. The first case study looks at assessment in a second-grade classroom in Provincetown, Massachusetts (Project Zero). The second explores the development of portfolios in Bellevue, Washington (the Foxfire project), a team-taught multiage group, and the third focuses

on high school assessment and the use of portfolios in Boston, Massachusetts (the Coalition of Essential Schools). In spite of the different environments in which they teach, these teachers share a commitment to facing assessment issues on behalf of their students. Three appendixes describe the three restructuring projects. (Contains 40 references.) (SLD)

ED 401 328

Wamboldt, Martina

Certificated Personnel and Related Information,

Fall 1995.

Colorado State Dept. of Education, Denver.

Pub Date—May 96

Note—163p.

Available from—Colorado Department of Education, State Office Building, 201 East Colfax, Denver, CO 80203 (\$7.50).

Pub Type—Reports - Evaluative (142) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Age Differences, American Indians, Asian Americans, Black Students, *Educational Trends, Elementary Secondary Education, Ethnic Groups, *Minority Groups, *School Districts, *School Personnel, Tables (Data), Teacher Certification, Teacher Characteristics, *Teachers, Teacher Salaries, Trend Analysis, White Students

Information to prepare this publication was collected from Colorado school districts. Tables present data about the certificated personnel and related data for Colorado public schools as of fall 1995. The fall 1995 average salary for the state's 35,387.9 full-time-equivalent (FTE) teachers was \$35,364, which represented a 2.3% increase over the fall 1994 average salary. In the same period the national average salary increased by 2.8% to an average estimated at \$37,824. Of the 67,447.7 FTE certificated and noncertificated staff, 52.4% were classroom teachers. The number of teachers increased by 1.4% over 1994, while the number of students increased by 2.5% in the same period. Some 72.3% of teachers were female, with 43.7% of school administrators being female and 16.6% of superintendents. American Indians, Asians, Blacks, and Hispanics represented 9.0% of Colorado's teachers, while these same ethnic groups made up 27.4% of the total student population. Teachers 40 years of age or older made up 65.7% of all classroom teachers in fall 1995, as the number of teachers under age 40 continued to decline. These and other data about school personnel are presented in 3 illustrations (graphs) and 12 tables. (SLD)

ED 401 329

Marsh, Herbert A. And Others

Is More Ever Too Much: The Number of Indicators

per Factor in Confirmatory Factor Analysis.

Pub Date—23 Jun 95

Note—36p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Estimation (Mathematics), *Factor Structure, Monte Carlo Methods, *Sample Size, Simulation

Identifiers—*Confirmatory Factor Analysis, *Indicators, Item Parameters

Whether "more is ever too much" for the number of indicators (p) per factor (p/f) in confirmatory factor analysis (CFA) was studied by varying sample size (N) from 50 to 1,000 and p/f from 2 to 12 items per factor in 30,000 Monte Carlo simulations. For all sample sizes, solution behavior steadily improved (more proper solutions and more accurate parameter estimates) with increasing p/f. There was a compensatory relation between N and p/f; large p/f compensated for small N and large N compensated for small p/f, but large N and large p/f was best. A bias in the behavior of the chi square was also demonstrated where apparent fit declined with increasing p/f ratios even though the models were all "true." Fit was similar for proper and improper solutions, as were parameter estimates from improper solutions not involving offending estimates. The 12-p/f data were also used to construct 2, 3, 4, or 6 parcels of items (e.g., 2 parcels of 6 items per factor, 3 parcels of 4 items per factor, etc.), but the 12-indicator (nonparceled) solutions were somewhat better behaved. The study shows that traditional "rules" implying fewer indicators should be used for smaller N may be inappropriate and that CFA researchers should use more indicators per factor than is evident in current practice. (Contains 4 figures, 5 tables, and 41 references.) (Author/

SLD)

ED 401 330

Geddes, Claire

Mini-Guide des Statistiques de L'Enseignement,

1995 (Mini-Guide of Education Statistics, 1995).

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-892

Pub Date—Aug 96

Note—77p.; For English language edition, see TM 025 088.

Available from—Superintendent of Documents,

P.O. Box 371954, Pittsburgh, PA 15250-7954.

Language—French

Pub Type—Numerical/Quantitative Data (110) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Dropouts, Educational Finance, Elementary Secondary Education, *Enrollment, Enrollment Trends, Ethnic Groups, Federal Aid, Private Schools, Public Schools, *School Funds, *School Statistics, *Statistical Data, *Teacher Qualifications

This guide supplies statistical data and qualitative descriptions of the current American educational system from kindergarten through the university level. Presented in a reduced format, the mini-guide contains information which may be found in more detail in the "Digest of Education Statistics," "The Condition of Education," and "Youth Indicators." Subjects covered include: (1) teacher qualifications (educational background, salary, experience); (2) enrollment statistics (enrollment by age, grade-level, ethnic background, and sex); (3) the outcomes of education (dropout rate, subjects studied in high school, university graduation rates); and (4) financial data (federal, state and municipal funding). (Contains 12 figures and 30 tables.) (MAK)

ED 401 331

Baccalaureate and Beyond Longitudinal Study

First Follow-Up. B&B-93/94. Public Use Data

Analysis System (DAS) [CD-ROM].

National Center for Education Statistics (ED),

Washington, DC.

Report No.—NCES-96-147

Pub Date—Sep 96

Available from—National Center for Education Statistics, 555 New Jersey Ave., N.W. Washington, DC 20208.

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—Access to Education, *Bachelors Degrees, Cohort Analysis, *College Graduates, Data Analysis, Data Collection, Enrollment, *Follow-up Studies, Higher Education, Interviews, Longitudinal Studies, Optical Data Disks, *Outcomes of Education, *Professional Education, *Student Characteristics

Identifiers—*Baccalaureate and Beyond Longitudinal Study (NCES), National Postsecondary Student Aid Study, Rate of Return

This CD-ROM contains data from the Baccalaureate and Beyond Longitudinal Study (B&B-93/94) in the form of a public release Data Analysis System that contains most of the variables from the study that are of interest to analysts for descriptive purposes. The B&B-93 study tracks the experiences of a cohort of recent college graduates, those who received the baccalaureate degree during the 1992-93 academic year and were first interviewed as part of the National Postsecondary Student Aid Study. B&B will follow this group into graduate school or first professional school and the workforce to provide information about experiences in the areas of academic enrollment, degree completion, employment, public service, and other adult decisions. The study will eventually provide data to assess the outcomes of postsecondary education, graduate and professional program access, and rates of return on investment in education. As part of the series of postsecondary cohort studies of the National Center for Education Statistics, the study will be based on, and will use a sample from, all students who complete a bachelor's degree no matter how long they take. Directions for installation; a list of the directories, subdirectories, and files; and additional information about batch processing and uninstalling are included in a README.txt file. Frequently asked questions about using the file are answered. TYPE OF SURVEY: Longitudinal; Follow-up Survey; National Survey. POPULATION: College Graduates. SAMPLE: Graduates interviewed in the National Postsecondary Student Aid Study. RESPONDENTS: College Graduates. FRE-

QUENCY: Periodic. YEAR OF EARLIEST DATA: 1994. YEAR OF LATEST DATA: 1994. (SLD)

ED 401 332 TM 026 109
National Education Longitudinal Study: 1988-94.

Data Files and Electronic Codebook System. Base Year through Third Follow-Up ECB/CD-ROM, 1996. [CD-ROM].

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-128

Pub Date—Mar 96

Available from—National Center for Education Statistics (ED), 555 New Jersey Ave., N.W., Washington, DC 20208.

Pub Type—Machine-Readable Data Files (102)

Document Not Available from EDRS.

Descriptors—Career Choice, Change, *Child Development, Dropouts, *Educational Attainment, Elementary School Teachers, Enrollment, Grade 8, Grade 10, Higher Education, Junior High Schools, *Junior High School Students, Longitudinal Studies, National Surveys, *Outcomes of Education, Parents, Principals, Private Schools, Public Schools, *Student Characteristics

Identifiers—*National Education Longitudinal Study 1988, *Transition Management

The National Education Longitudinal Study of 1988 (NELS:88) is the first nationally representative longitudinal study of eighth grade students in public and private schools. It is sponsored by the National Center for Education Statistics to provide longitudinal data about critical transitions experienced by young people as they develop, attend school, and embark on their careers. In 1988, some 25,000 eighth graders, their parents, teachers, and school principals were surveyed. In 1990, the same students (most of whom were in 10th grade, although some were dropouts) and their teachers and school principals were surveyed. The second follow-up was conducted in 1992, and the third in 1994. This CD-ROM contains public release data from the NELS:88 base year and follow-up surveys and an Electronic Codebook System (ECB) in two datasets. The first set and its ECB integrate student, parent, transcript, school administrator, and teacher data from the base year through the second follow-up. The second data set and its ECB contain base year through third follow-up (1994) records for the subsample of second follow-up sample members who responded. The CD-ROM also contains descriptions of the methodology and users' manuals in WordPerfect format. Installation information is included. TYPE OF SURVEY: National; Longitudinal; Follow-up; Sample Survey. POPULATION: Students; Parents; Teachers; Principals. SAMPLE: Students; Parents; Teachers; Principals (25,000). RESPONDENTS: Students; Parents; Teachers; Principals. FREQUENCY: Biennial. YEAR OF EARLIEST DATA: 1988. YEAR OF LATEST DATA: 1994. (SLD)

ED 401 333 TM 026 132

The Status Report of the Assessment Programs in the United States. State Student Assessment Programs Database School Year 1994-1995.

Council of Chief State School Officers, Washington, D.C.; North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—SSAP-AR-96

Pub Date—May 96

Contract—RJ96006301

Note—43p.; For a related document, see TM 026 133. Cover title varies: "The Status of State Student Assessment Programs in the United States. Annual Report, May 1996." Some tables contain filled-in print. In Appendices, "State Student Assessment Programs Database Order Form" not in the document received by ERIC and is unavailable.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, Constructed Response, Criterion Referenced Tests, *Educational Assessment, Educational Improvement, Elementary Secondary Education, Multiple Choice Tests, National Surveys, Norm Referenced Tests, *Performance Based Assessment, Program Evaluation, State Programs, Test Construction, *Testing Programs, *Test Use

Identifiers—*High Stakes Tests, Improving American Schools Act 1994 Title I, Large Scale Programs, Test Directors

The Association of State Assessment Programs, an informal association of state assessment directors, began collecting information about large-scale assessment programs in 1977. This report is a continuation of that effort that is currently conducted by the North Central Regional Educational Laboratory and the Council of Chief State School Officers. The annual survey asked state test directors to comment on assessment programs, including nontraditional assessments and Title I assessment and evaluation. The results of the survey completed by the 50 states are presented. Statewide assessment programs are found in 45 states, and 2 others have temporarily suspended their assessment systems as they design new ones. Thirty-two states have at least two components to their programs. An approximately equal number of states report the use of multiple-choice and nonmultiple-choice assessment types, and an approximately equal number of states use norm-referenced and criterion-referenced tests and writing samples. Performance testing is used more often than constructed, open-response testing, and portfolio assessment is used in only a few states. Most states use their assessment results for two to four purposes, with improving instruction, school accountability, and program evaluation the most common. The tensions that exist when assessment is used for accountability and instructional improvement cause difficulty for those who design and implement these programs, and these tensions are exacerbated by placing negative consequences on poor performance, thus increasing the stakes for schools and students. An appendix presents a survey summary table. (Contains 26 charts, 3 tables, 4 figures, and 1 appendix table.) (SLD)

ED 401 334 TM 026 133

State Student Assessment Programs Database, School Year 1994-1995.

Council of Chief State School Officers, Washington, D.C.; North Central Regional Educational Lab., Oak Brook, IL.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—SSAP-B-96

Pub Date—May 96

Contract—RJ96006301

Note—501p.; For a related document, see TM 026 132.

Pub Type—Numerical/Quantitative Data (110) — Reports - Evaluative (142) — Tests/Questionnaires (160)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—Academic Achievement, *Accountability, Databases, *Educational Assessment, Elementary Secondary Education, Standards, State Programs, *Student Evaluation, Surveys, Tables (Data), *Testing Programs, Test Use

Identifiers—*Test Directors

This is the fourth edition of the State Student Assessment Database. This document tabulates information about each state's assessment programs based on a survey mailed to state directors of assessment in October 1995 and completed by all 50 states by February 1996. The survey was divided into the following categories: (1) general concerns; (2) nontraditional assessments; (3) writing assessments; (4) curriculum frameworks and standards; (5) Title I assessment and evaluation plans; and (6) program components. The database provides a snapshot of state-mandated assessment programs, but does not provide information on whether state assessment systems are aligned with content standards. Each survey question resulted in the development of one or more data tables. For this reason, the survey is presented to guide the user in finding specific information. An appendix presents updated tables developed by the National Governors Association to supplement this report for the 1996 National Education Summit. (Contains 118 tables and 3 appendix tables.) (SLD)

ED 401 335 TM 026 150

NAEP Data on Disk. 1994 Almanac Viewer [CD-ROM].

National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-141

Pub Date—Sep 96

Available from—National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Dept. of Education, 555 New Jersey Ave., N.W., Washington, DC 20208-5574.

Pub Type—Machine-Readable Data Files (102)

Descriptors—Data Analysis, Demography, Elementary School Students, Elementary Secondary

Education, Ethnic Groups, Geography, Grade 4, Grade 8, Grade 12, *Knowledge Level, Minority Groups, National Surveys, Optical Data Disks, Racial Differences, *Reading Achievement, Secondary School Students, Sex Differences, *Student Characteristics, Teacher Characteristics, *United States History, *User Needs (Information)

Identifiers—Data Files, *National Assessment of Educational Progress

In 1994, the National Assessment of Educational Progress (NAEP) assessed the reading, U.S. history, and geography knowledge and skills of a nationally representative sample of students in grades 4, 8, and 12. The NAEP also assessed representative samples of students from 44 states and jurisdictions in reading at grade four. This Almanac Viewer is a DOS-based menu-driven search system for examining 1994 NAEP results. The almanacs are cross tabulations of important demographic subgroups such as gender, race and ethnicity, and parental education crossed with student proficiency data or background information from students, teachers, and schools. Users can browse menus to select data by grade level, subject area, sample, instrument type, and type of results (percentages, proficiency scores, or percentiles). Almanac tables can then be viewed, printed, or saved to a file. Instructions for installing the viewer are provided. TYPE OF SURVEY: Sample Survey. POPULATION: Elementary and secondary school students. RESPONDENTS: Elementary and secondary school students. FREQUENCY: Once. YEAR OF EARLIEST DATA: 1994. YEAR OF LATEST DATA: 1994. (Author/SLD)

ED 401 336 TM 026 151

Collins, Mary A. Chandler, Kathryn

A Guide to Using Data from the National Household Education Survey (NHES). User's Guide.

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-891

Pub Date—Sep 96

Note—54p.

Available from—For single copies call the National Education Data Resources Center (703) 845-3151.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adult Education, *Data Analysis, Data Collection, Discipline, Early Childhood Education, *Educational Attainment, Educational Research, *Elementary Secondary Education, *Family (Sociological Unit), National Surveys, Policy Formation, Research Methodology, *Research Utilization, School Readiness, School Safety, Telephone Surveys, *User Needs (Information)

Identifiers—Data Files, *National Household Education Survey, Random Digit Dialing, Weighting (Statistical)

The purpose of this data guide is to provide users of the National Household Education Survey (NHES) data with suggested techniques for working with the data files. Special attention is paid to topics that will help users avoid the most commonly made mistakes in working with NHES data. The NHES is a data collection system developed by the National Center for Education Statistics to provide descriptive data on the educational activities of the U.S. population. It offers policymakers, researchers, and educators a variety of statistics on the condition of education in the United States. The NHES is a telephone survey of the noninstitutionalized population of the United States for which households are selected through random digit dialing methods. The methodology for any single fielding of the NHES is linked to the research issues under study, the level of data required to address the issues, and how precise the estimates generated from the survey data need to be in order to meet study objectives. Topics addressed by NHES:91 through screening about 60,000 households were early childhood education and adult education. NHES:93 screened about 64,000 households about school readiness and school safety and discipline. The two survey components of NHES:95, early childhood program participation and adult education, paralleled NHES:91 with over 45,000 households. Three appendices present information about commonly asked questions, data examples, and weighting and sample variance estimation. (Contains 13 appendix tables and 10 references.) (SLD)

ED 401 337 TM 026 152

Nolin, Mary Jo. Chandler, Kathryn.
Use of Cognitive Laboratories and Recorded Interviews in the National Household Education Survey. Technical Report.

Westat, Inc., Rockville, MD.
 Spons Agency—National Center for Education Statistics (ED), Washington, DC.
 Report No.—ISBN-0-16-048830-3; NCES-96-332
 Pub Date—Sep 96
 Note—43p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328; (for single copies, call the National Education Data Resource Center (703) 845-3151).

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Audio Tape Recordings, Cognitive Psychology, *Data Collection, Educational Attainment, *Elementary Secondary Education, *Family (Sociological Unit), *Interviews, Research Methodology, Sampling, *Telephone Surveys, Videotape Recordings

Identifiers—*National Household Education Survey, Random Digit Dialing

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics which has as its mission the collection and publication of data on the condition of education in the United States. The NHES provides descriptive data through a random digit dialed telephone survey of the noninstitutionalized civilian population of the United States. Approximately 60,000 households are screened for each administration, and individuals who meet the study criteria are sampled for more detailed or extended interviews. Data quality is a central issue for the NHES. Cognitive laboratory research, one of the many efforts to reduce nonsampling error in surveys, draws on the theories and methods of cognitive psychology. Concurrent and delayed methods are used in cognitive laboratory research procedures that can include individual interviews and focus groups. Cognitive laboratory activities are typically audiotaped or videotaped to provide a record of the research. Several examples of the use of cognitive laboratory research in the conduct of the NHES are given. These examples illustrate how taping and analysis of live interviews measured interviewer and respondent behavior during data collection and contributed to understanding words and items that could cause difficulty. Three appendices present a moderator's topic guide for parent groups, a similar guide for adolescent groups, and a form for coding interviewer-respondent interactions. (Contains 1 appendix table and 23 references.) (SLD)

ED 401 338 TM 026 153

The Regional Educational Laboratories.

Office of Educational Research and Improvement (ED), Washington, DC. Office of Reform Assistance and Dissemination.

Report No.—ORAD-96-1302

Pub Date—Sep 96

Note—13p.; For a related document, see ED 375 532.

Pub Type—Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, *Cooperation, Cultural Pluralism, Educational Improvement, *Educational Research, Elementary Secondary Education, *Information Dissemination, Language Usage, *Research and Development Centers, *Technical Assistance, Training, Urban Education

Identifiers—Office of Educational Research and Improvement, *Regional Educational Laboratories

The Regional Educational Laboratory Program is the U.S. Department of Education's largest research and development investment designed to help educators, policymakers, and communities improve schools and help all students attain their potential. The network of 10 regional laboratories works to ensure that those involved in education improvement at local, state, and regional levels have access to the best available research and knowledge from practice. Under the guidance of boards of constituent members, laboratories work to implement comprehensive school improvement strategies through dissemination of information, training, and technical assistance. They also conduct development and applied research and cooperate with other providers

of technical assistance. Each laboratory has been asked to develop one expertise as a specialty area aligned with the dominant themes of the Office of Educational Research and Improvement National Institutes. The laboratories and their specialty areas are: (1) Northeast and Islands Laboratory at Brown University (Rhode Island), language and cultural diversity; (2) Mid-Atlantic Laboratory for Student Success (Pennsylvania), urban education; (3) Appalachia Educational Laboratory (West Virginia), rural education; (4) Southeast Regional Vision for Education (North Carolina), early childhood education; (5) North Central Regional Educational Laboratory (Illinois), educational technology; (6) Southwest Educational Development Laboratory (Texas), language and cultural diversity; (7) Mid-continent Regional Educational Laboratory (Colorado), curriculum, learning, and instruction; (8) WestED (California), assessment and accountability; (9) Northwest Regional Educational Laboratory (Oregon), school change processes; and (10) Pacific Region Educational Laboratory (Hawaii), language and cultural diversity. (SLD)

ED 401 339 TM 026 154

National Household Education Survey, NHES:

91/93/95 Electronic Codebook (ECB) User's Guide.

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-890

Pub Date—Sep 96

Note—82p.

Available from—For single copies, call the National Education Data Resource Center (703) 845-3151.

Pub Type—Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Coding, *Computer Software, *Data Analysis, Elementary Secondary Education, Higher Education, National Surveys, Optical Data Disks, Responses, Telephone Surveys, *User Needs (Information)

Identifiers—*National Household Education Survey, Statistical Analysis System, Statistical Package for the Social Sciences

The National Household Education Survey (NHES) CD-ROM for 1991, 1993, and 1995 contains an Electronic Codebook (ECB) program that allows the user to examine the variables in each of the NHES data sets easily and to create Statistical Analysis system and Statistical Package for the Social Sciences (for DOS or Windows) that will generate an extract data file from any of the complete NHES data files on the CD-ROM. The CD-ROM contains eight NHES data files (ASCII) and Word-Perfect 5.1 files with complete documentation for each data file. The ECB program is designed for use with color or monochrome video displays with automatic video detection, and with IBM-compatible computers with an 80386 or higher processor. With the ECB and instructions in this guide, the user can search the names and levels of NHES variables, examine the question wording, response categories, and frequencies of responses for the variables of interest, create a list of variables to extract, and write programs to extract selected variables. This guide discusses working with ECB menus and windows, and extracting data. Seven appendices provide additional details about the methodology of the surveys and the program options. (Contains 20 figures and 7 appendix tables.) (SLD)

ED 401 340 TM 026 209

Data for Decisions: Resources from the National

Center for Education Statistics [videotape].

National Center for Education Statistics (ED),

Washington, DC.

Report No.—NCES-96-936

Pub Date—Nov 96

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail SSOP, Washington, DC 20402-9328.

Pub Type—Non-Print Media (100)

Document Not Available from EDRS.

Descriptors—*Academic Records, Classification, Computer Software, Confidentiality, *Databases, *Data Collection, Decision Making, Educational Policy, Educational Research, Educational Technology, Elementary Secondary Education, *Guides, Higher Education, Internet, National Surveys, Recordkeeping, *Research Utilization, *Resource Materials, School Statistics, Standards, Videotape Recordings

Identifiers—*National Center for Education Statistics, SPEEDE ExPRESS Electronic Transcript

System

This videotape introduces resources provided by the National Center for Education Statistics (NCES) to help educators make good educational policy decisions. The NCES is charged with collecting, maintaining, and reporting statistics about U.S. education, and it makes a variety of resources available to educators and the public to help them use this information. The following resources are highlighted in this report: (1) the Standards for Education Data Collection and Reporting (SEDCAR), a set of standards to help with uniform terminology and procedures; (2) data handbooks for collecting and defining data about students and staff; (3) the Course Classification System, a way of standardizing descriptions of courses among schools and agencies; (4) the SPEEDE/ExPRESS system of electronic transfer of student records; (5) a discussion of protecting the privacy of student records, "Protecting the Privacy of Student Records: Guidelines for Education Agencies"; (6) "Guidelines for Education Technology Decisions," a publication to help educators in the information age; (7) national education databases on CD-ROM for educators and the public; (8) the "Census Mapping Tool," census data for districts within states; and (9) ED-SEARCH, software for the NCES Internet site. (SLD)

ED 401 341

Ballator, Nada

The NAEP Guide: A Description of the Content and Methods of the 1994 and 1996 Assessments. Revised Edition.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-97-586

Pub Date—Oct 96

Note—95p.; For the 1990 and 1992 Assessments, see ED 325 504.

Pub Type—Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, *Educational Assessment, Elementary School Students, Elementary Secondary Education, Geography, Grade 4, Grade 8, Grade 12, High School Students, History, Mathematics, National Surveys, Reading, *Research Methodology, Research Reports, *Sampling, Sciences, *Scoring, Surveys, Test Construction, *Test Content, Test Use

Identifiers—*National Assessment of Educational Progress

This guide to the National Assessment of Educational Progress (NAEP) describes its purpose, contents, uses, and research methodology by presenting 21 questions about the NAEP program. The NAEP is mandated by Congress to survey the educational accomplishments of U.S. students and to monitor changes in these accomplishments. It tracks the educational achievement of 4th, 8th, and 12th grade students over time in selected content areas. Although the Commissioner of Education Statistics is responsible for NAEP operations and technical quality control, the program is governed by the National Assessment Governing Board. The assessment is implemented by the Educational Testing Service. The national main assessments in 1994 measured achievement in reading, history, and geography; in 1996, the main assessments covered mathematics and science. In both years there were smaller special assessments. Long-term assessments are also conducted to measure trends in academic achievement. In 1996, approximately 12,000 schools provided nearly 480,000 students for all components of the national and associated state samples. Samples are chosen using a multistage design involving stratification. Details about sampling and analysis are provided. Scoring and reporting are also discussed. Eight sources are listed for further reading. (Contains 6 tables and 25 references.) (SLD)

ED 401 342

Abramson, Robert. And Others

Schools and Staffing Survey: Sample Design and Estimation. 1993-94. Technical/Methodology Report.

Bureau of the Census (DOC), Suitland, Md.; National Center for Education Statistics (ED), Washington, DC.

Report No.—NCES-96-089

Pub Date—Oct 96

Note—158p.

Pub Type—Reports - Descriptive (141) — Numeri-

cal/Quantitative Data (110)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Elementary Secondary Education, *Estimation (Mathematics), *Institutional Characteristics, National Surveys, Private Schools, Public Schools, Research Design, *Sampling, School Districts, School Libraries, *Statistical Analysis, Tables (Data), *Teacher Characteristics, Teachers

Identifiers—*Schools and Staffing Survey (NCES)

The Schools and Staffing Survey (SASS) of the National Center for Education Statistics provides periodic, timely data on public and private elementary and secondary schools in the United States. Data collected include: school and teacher characteristics; school operations, programs, and policies; teacher demand and supply; and the opinions of teachers and administrators about policies and working conditions. Data are collected through seven surveys conducted during the same school year. This report documents the sample design and estimation procedures for the third SASS collection, conducted in 1993-94, in which 13,000 schools and administrators and 67,000 teachers were selected. In addition, 5,500 local education agencies associated with selected schools and 100 districts not associated with selected schools were studied. Some 7,600 school libraries and librarians and 6,900 students were also surveyed. The report describes: (1) the school and teacher sample stratum allocation; (2) overlapping 1991 and 1994 SASS samples; (3) public school and principal sample design; (4) local education agency sample design; (5) private school and principal sample design; (6) teacher sample design; (7) public and private school library and librarian sample; (8) public and private school student sampling design; (9) weighting; (10) imputation; (11) variance estimation techniques; and (12) frame evaluation. Five appendices present supporting data about data analysis techniques. (Contains 26 tables, 35 figures, and 20 references.) (SLD)

ED 401 343

TM 026 212

Collins, Mary A. And Others

**Early Childhood Program Participation Data File
User's Manual. National Household Education
Survey of 1995.**

Westat, Inc., Rockville, MD.

Spons Agency—National Center for Education Statistics (ED), Washington, DC.

Report No.—ISBN-0-16-048898-2; NCES-96-825

Pub Date—Oct 96

Note—673p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.

Pub Type—Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF04/PC27 Plus Postage.

Descriptors—Adult Education, Data Analysis, *Data Collection, *Day Care, *Early Childhood Education, Elementary Secondary Education, Interviews, National Surveys, *Parents, Research Design, *Research Methodology, Research Utilization, *Sampling, Telephone Surveys, User Needs (Information)

Identifiers—*National Household Education Survey, Statistical Analysis System

The 1995 National Household Education Survey (NHES:95) was a random digit dial telephone survey of households developed by the National Center for Education Statistics. The NHES:95 included two topical survey components: the Adult Education component, which collected information about adults' participation in adult education, and the Early Childhood Program Participation (ECPP) component, which collected information about children's participation in nonparental child care and early childhood programs. This manual provides documentation and guidance for users of the public release data file for the ECPP component. Information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures is provided. Some information about factors that should be kept in mind when using ECPP data is also provided. For the ECPP component, interviews were conducted with parents of 14,064 children, a figure that included 101 home schooled children. Four appendices present screening and study questionnaires, information about the file layout, the Statistical Analysis System code for derived variables, and the ECPP codebook. (Contains 8 tables, 2 figures, and 23 references.) (SLD)

UD

ED 401 344

UD 031 135

Faison, Jewel Jones

**The Next Generation: The Mentoring of African
American Graduate Students on Predominately
White University Campuses.**

Pub Date—Apr 96

Note—63p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Academic Persistence, *Black Students, College Faculty, Collegiality, Constructivism (Learning), *Graduate Students, Graduate Study, *Interprofessional Relationship, Interviews, *Mentors, *Professional Development, Teacher Student Relationship

Identifiers—African Americans, *White Colleges

The unique bond between mentors and mentees is a complex dyad with unusual strength and trust. It is a relationship of special importance to African American graduate students, who have cited mentor relationships as vital to their persistence in graduate school. African American graduate students do face great difficulties in finding adequate mentoring relationships. This study attempted to identify the behaviors exhibited by mentors of African American graduate students at predominantly White universities that contribute to the success of mentoring relationships. The study was guided by a constructivist paradigm. Data for the study were gathered through in-depth recorded telephone interviews, open-ended, but focused around an interview protocol. Over half of those interviewed reported intense mentoring experiences during their time in graduate school. Roles performed by mentors were characterized as academic, facilitative, professional development, career support, and personal support. The mentor's time was the commodity most needed by graduate students, and personal characteristics of the mentors meant more to the students than activity setting and positional characteristics. The value attributed by these students to mentorship indicates the great need for mentoring by university faculty for African American graduate students on predominantly White campuses. (Contains 84 references.) (SLD)

ED 401 345

UD 031 321

Balderrama, Maria V.

**Mexican Immigrants in Middle Schools: Diversity,
Organizational Structure and Effectiveness.**

Pub Date—Apr 96

Note—71p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Cultural Awareness, *Cultural Differences, Discipline, *Immigrants, *Institutional Characteristics, Intermediate Grades, Junior High Schools, *Mexican Americans, *Middle Schools, *Multicultural Education, Participative Decision Making, Spanish Speaking, Student Characteristics, Teacher Role

Identifiers—*California, *Middle School Students

The Spanish speaking Mexican immigrant population accounts for the fastest growing population in California, where one in six students is an immigrant. This study utilized organizational theory to relate school characteristics such as interdependence, coordination, and information processing to working with immigrant students. The sample consisted of 38 California junior high and middle schools with the unit of analysis being at the school level. Questionnaires administered to school representatives, school records, and interviews with students about their experiences in their new schools were the data sources. The immigrant population in this study was not characterized by problems; they attended school regularly, were well-behaved, and performed reasonably well academically. Schools were dominated by information processes leaving little opportunity for professionals to collaborate. Staff isolation characterized these schools with little teaming, interdependence, collective decision-making, or information exchange related to academic issues. Results of the study are mixed, and hypotheses were only partially supported. Interdependence among the staff resulted in lower rates of disciplin-

ary referrals, and schools with teams had higher levels of information exchange. Contrary to predictions, excused absences and disciplinary referrals were found to be positively associated with the quality of information processing strategies. Recommendations are made to improve a school's ability to address student diversity. (Contains 3 figures, 14 tables, and 50 references.) (Author/SLD)

ED 401 346

UD 031 322

Anderson, Cordelia And Others

**Unlearning Violence: MDE's Violence Prevention
Plan.**

Minnesota State Dept. of Education, St. Paul.

Pub Date—Mar 95

Note—51p.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Community Involvement, Educational Environment, Elementary Secondary Education, Evaluation Methods, Mass Media Role, *Partnerships in Education, *Prevention, Program Development, Program Evaluation, *School Safety, Social Attitudes, State Legislation, State Programs, Student Attitudes, *Violence

Identifiers—*Minnesota

The Minnesota Department of Education has created a plan, "Unlearning Violence," to aid schools and communities in their efforts to create safe and nurturing environments for all the state's children. The goals and challenges of this plan were formulated with the involvement of over 600 citizens and an in-depth study of research related to violence prevention. Seven goals for violence prevention are articulated: (1) Promotion: Develop the qualities children need to thrive; (2) Prevention: Create comprehensive prevention efforts for all learners; (3) Protection: Assure the protection of all K-12 students and staff; (4) Family Partnerships: Strengthen the school/parent/guardian educational connection; (5) Healthy Climates: Provide positive school climates, environments, and cultures in which to work and learn; (6) Community Focus: Assure a community focus to promotion and prevention efforts; and (7) Social Norms: Change social norms to emphasize acceptable ways to solve problems. When it is implemented, the plan will be assessed through existing evaluation instruments. Implementation will be aided through state technical assistance and funding through programs described. Additional Department of Education violence prevention activities and future efforts are described. An appendix describes media activity supporting the program, community models, school violence prevention efforts, and laws related to school violence. Eight resources are provided for additional information. (SLD)

ED 401 347

UD 031 323

Langelier, Carol A.

**Multicultural Identity Development: Preparing To
Work with Diverse Populations.**

Pub Date—Apr 96

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attitude Change, Counselors, Critical Incidents Method, *Cultural Awareness, Cultural Differences, High Schools, *Identification (Psychology), Inservice Teacher Education, Knowledge Level, *Multicultural Education, Private Schools, *Secondary School Students, *Training

Identifiers—*Identity Formation

Working effectively within a multicultural society requires that counselors and educators become multicultural in context. This study was designed to determine whether a three-part cultural training diversity program would enable participants to become multicultural in context through structured learning experiences. Participants were 44 white educators, 7 males and 37 females, employed at a large private high school in New Hampshire. The three-part program emphasized multicultural awareness, knowledge, and skills as separate training components. Each component featured experiential and didactic learning experiences. Scores were obtained for 3 measures of cultural awareness and knowledge and 15 critical incidents from the Culture General Assimilator instrument prior to the training. Six months later, the same measures, with 15 different critical incidents were used to measure

attitudes and knowledge. Results provide evidence to suggest that individuals are capable of acquiring characteristics noted to be relevant to the development of a multicultural perspective as a result of cultural diversity training. (Contains 1 figure, 3 tables, and 20 references.) (SLD)

ED 401 348 UD 031 324

Hong, Joann J. Hong, Steve

The Korean American Family: Assimilation and Its Toll on the First and Second Generation Relationship.

Pub Date—[96]

Note—19p.

Pub Type—Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Adjustment (to Environment), *Cultural Differences, Economic Factors, *Family Relationship, Generation Gap, *Immigrants, *Korean Americans, Korean Culture, Language Minorities, Parent Child Relationship, Social Integration

Over the last 15 years researchers have taken an increased interest in studying the large pool of recent Korean immigrants. This analysis concentrates on finding how first generation Korean Americans relate and interact with their second generation counterparts. Using studies on the adjustment of first generation Korean immigrants and the levels of their success, the dynamics of Korean family living in America are analyzed. A main objective is to illustrate and highlight the sources of conflict between parent and child. First generation Korean immigrants, struggling to overcome language barriers and cultural differences, often overlook the needs of their second generation children, who are also trying to adjust. Second generation Korean Americans strive to adapt in order to meet the demands of mainstream American society. Coupled with the pressure of their beckoning ethnicity, the children of first generation Korean Americans are forced to merge two vastly different cultures. Korean culture is strongly influenced by Confucianism and its traditional values and family structure. Economic pressures on women to work, racism and prejudice, and the conflicts children observe between traditional values and those of the dominant society contribute to the difficulties of balancing the two cultures. (Contains 35 references.) (Author/SLD)

ED 401 349 UD 031 325

Gagne, Jeff

Why Masculine Gender Studies? Education, Curriculum, and Masculine Gender Construction.

Pub Date—[96]

Note—31p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adolescents, Constructivism (Learning), Cultural Pluralism, *Literature, *Males, Minority Groups, Multicultural Education, *Sex Role, Sex Stereotypes, *Whites

Identifiers—*Gender Issues, *Masculinity

This paper explores how white male adolescents construct themselves and the "other" within the context of reading and responding to multicultural literature. The purpose of the paper is not to derive a theory of adolescent male gender construction, but to see how gender is put into discourse and how white males appropriate those discourses to construct social masculinities. While feminist studies as a discipline has become a powerful influence, masculine studies remains a marginal activity, even in the academy. White males have seen themselves as the norm by which others are measured. In education, the study of white male literature, history, philosophy, and science has been the curriculum. Masculine studies would examine issues that have been ignored for centuries. Recreating public education to meet the needs of an increasingly diverse population that has not been served equally historically calls for reexamining the white male paradigm. Even young white boys know that they will be white men and are able to use the power this will give them. In effect, the white male paradigm has oppressed not only minorities but also white males themselves. Critically rereading historically white male texts can reveal much about the social construction of masculinity. An analysis of the character Christopher Robin, from A. A. Milne's Winnie-the-Pooh stories, shows the construction of the man by the boy. (Contains 208 references.) (SLD)

ED 401 350 UD 031 326

RIE MAR 1997

Schwartz, Wendy

A Guide to Creating a Parent Center in an Urban School.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[96]

Contract—RR93002016

Note—5p.; Based on "Building a Successful Parent Center in an Urban School," ERIC/CUE Digest No. 90, ED 358 198.

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Family Programs, *Integrated Services, *Outreach Programs, Parent Education, Parent Participation, Parent School Relationship, *Partnerships in Education, Program Development, *School Community Relationship, *Urban Schools

Identifiers—*Parent Child Centers

One way to involve parents in their children's education is to create a parent center in or near the school. In an informal setting, parents can meet other parents and their children's teachers to plan activities and exchange information. The center should be in an accessible location and open when parents are most likely to visit, such as early morning and evening. It should be attractive and safe, with information about the school and materials to help parents promote their children's learning. To start a parent center, it is first of all necessary to identify the needs and resources of the school's community. Because parents should be involved in the planning, contacting and involving families is essential. Setting priorities and recruiting staff follow closely. Parents should then choose activities based on their needs and wishes. Some of the most popular objectives for parent centers are parent outreach programs and children's programs. Parent-school activities also find a home at the parent center, where communication is facilitated and relations with school staff are promoted. (SLD)

ED 401 351 UD 031 327

Schwartz, Wendy

Preparing Middle School Students for a Career.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[96]

Contract—RR83002016

Note—5p.; Based on "Vocational Education in the Middle School," ERIC/CUE Digest No. 155, ED 377 314.

Pub Type—Guides - Non-Classroom (055) - Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Adolescents, Career Counseling, *Career Development, Career Education, Cooperative Learning, Criteria, *Curriculum Development, Educational Objectives, Evaluation Methods, Intermediate Grades, Junior High Schools, Middle Schools, School Choice, *Student Interests, Teaching Methods, *Vocational Education

Identifiers—*Middle School Students

This guide provides information about how middle schools can promote the development and education of adolescents, especially about how they can focus students' attention on career opportunities and training. It also offers families some ideas about how they can encourage their children's career awareness, and it presents some criteria for parents to consider when selecting a middle school or participating in the planning and functioning of the school their children attend. Many middle schools can help students plan for a career, even if they do not provide specific training for a vocation, by exploring interests, aptitudes, abilities and the broad scope of work. Assisting in the development of aspirations and goals and social skills and values helps in career preparation. Career planning can be integrated into the middle school curriculum through general themes in classes and through work-related skills development. Effective instructional strategies can include team teaching, exploratory programs, learning organized around key themes or concepts, and cooperative learning. Parents can encourage their children through open communication about their interests and abilities. (SLD)

ED 401 352 UD 031 329

Youth Violence: Examining the Role of the Federal Government and Nongovernment Organizations in Establishing Solutions for Combatting Juvenile Crime. Hearing before the Subcommittee on Children and Families of the Committee on Labor and Human Resources, Senate, One Hundred Fourth Congress, Second Session.

Congress of the U.S., Washington, DC. Senate Subcommittee on Children and Families.

Report No.—ISBN-0-16-053415-1; Senate-Hrg-104-536

Pub Date—18 Jul 96

Note—75p.

Available from—U.S. Government Printing Office, Superintendent of Documents, Congressional Sales Office, Washington, DC 20402.

Pub Type—Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Church Role, Delinquency, Elementary Secondary Education, *Government Role, Hearings, Integrated Services, *Juvenile Justice, *Prevention, Private Sector, Public Sector, School Safety, State Programs, *Urban Problems, *Violence

Identifiers—Congress 104th, *Juvenile Crime

A hearing was held before the Senate Subcommittee on Children and Families of the Committee on Labor and Human Relations to discuss possible solutions to the problem of juvenile crime. An opening statement by parents whose young child was murdered by an adolescent set the scene for the panel discussion that followed. James Fox, a professor of juvenile justice, described the crisis in juvenile crime as it exists and asserted that the public sector must become as involved as the private sector, and that violence prevention efforts are needed in the early grades. Journalist Edward Humes considered the role of the courts and their present inadequacies in the face of increased juvenile crime. John Dillilio, professor and director of the Brookings Institution's Center for Public Management, explored the vital role inner-city churches can play in crime prevention. The Reverend Eugene Rivers described some efforts churches have made in crime prevention. Law professor Jimmy Gurule expressed the need for comprehensive services from multiple providers, and Jerry Regier of the Oklahoma Department of Juvenile Justice described some of that state's crime prevention initiatives. Panelists also discussed the role of the school and athletic programs, and the adverse effects of television on juvenile attitudes. Prepared statements of these speakers and of Senators Ashcroft and Dodd are included in an appendix. (SLD)

ED 401 353 UD 031 330

Falbo, Toni

Latino Youth and High School Graduation.

Pub Date—Aug 96

Note—24p.; Invited address at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 1996).

Pub Type—Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropouts, Educational Practices, *Grade Repetition, *Graduation Requirements, High Risk Students, *High School Graduates, High Schools, High School Students, Institutional Characteristics, Low Achievement, *Mexican Americans, Minimum Competency Testing, Standardized Tests, *Track System (Education)

Identifiers—*Latinos, Texas

A study begun in a Texas school district in 1988 focused on families of Mexican origin, studying characteristics of their schools and studying what the families and schools did or did not do to promote graduation from high school. The sample of 100 15-year-olds labeled as "at risk" was fairly typical of Latino students in the school district, with only about 13% receiving limited English proficiency services. Even parents with little or no formal education valued a high school diploma and understood its importance. The study found that school practices, rather than parent influence, were the primary cause of dropping out. Three practices in particular contributed to dropping out. The first was retention in grade, which resulted in over-age students with a sense of inadequacy. The second detrimental practice was tracking, or grouping students by standardized scores, which lessened student expectations and damaged self esteem. The third educational practice cited was the addition of

passing an exit-level test as a requirement for obtaining a high school diploma. Especially in the lower academic tracks, preparation for these tests is inadequate, and students often drop out because of repeated failure. Students and parents certainly bear a share of the responsibility for continuing in school, but school practices are the main reason Mexican American students in this district dropped out. (Contains 3 figures, 2 tables, and 23 references.) (SLD)

ED 401 354 UD 031 331
Sherman, Carey Wexler Mueller, Daniel P.

Developmentally Appropriate Practice and Student Achievement in Inner-City Elementary Schools.

Pub Date—June 96

Note—15p.; Paper presented at Head Start's National Research Conference (3rd, Washington, DC, June 20-23, 1996).

Pub Type—Reports - Evaluative (142) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Cultural Differences, *Disadvantaged Youth, *Elementary School Students, *Hmong People, Inner City, *Instructional Effectiveness, Low Income Groups, Mathematics Achievement, Primary Education, Reading Achievement, Teacher Attitudes, Teaching Methods, *Urban Schools

Identifiers—*Developmentally Appropriate Programs, Minnesota (Saint Paul), Project Head Start
There is abundant theoretical support for the value of Developmentally Appropriate Practice (DAP) at the elementary school level, but there has been relatively little research to document its effects. This paper explores the relationship between DAP and student achievement among low-income students in St. Paul, Minnesota, using research from an on-going evaluation of the Head Start-Public School Early Childhood Transition Demonstration Project. The degree of implementation of DAP in kindergarten, first, and second grades, and its relationship to student achievement were studied, and whether there were differential effects on the Hmong student population was investigated. Two clusters of elementary schools, six in all, were studied, with the Demonstration project implemented in one cluster. The preliminary results from this study indicate that there are significant relationships between DAP in the classroom and early student achievement in mathematics and reading. The positive relationships occurred across cultural groups in the sample. Even though the degree of DAP implementation overall was relatively modest, impacts on achievement and teacher attitudes were apparent. (Contains 3 tables and 14 references.) (SLD)

ED 401 355 UD 031 332
Aguilera, Raymond V. Hendricks, Joen M.

Increasing Standardized Achievement Scores in a High Risk School District.

National Association of Secondary School Principals, Reston, Va.

Report No.—ISSN-0547-4205

Pub Date—Sep 96

Note—6p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 20191-1537; telephone: 703-860-0200; fax: 703-476-5432 (single copies \$2, \$3 for nonmembers).

Journal Cit—Curriculum Report; v26 n1 Sep 1996
Pub Type—Collected Works - Serials (022) — Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Achievement Gains, *Achievement Tests, Curriculum Development, Elementary Secondary Education, *High Risk Students, Minority Groups, Poverty, Program Development, Program Evaluation, School Districts, *Scores, Standardized Tests, *Test Results

Identifiers—*Curriculum Alignment, Monitoring, *Texas, Texas Assessment of Academic Skills

The approach taken by three Texas school districts in high poverty and high minority areas to improve standardized achievement scores is explored. The three districts implemented an instructional management program consisting of aligning the curriculum, filling the curriculum gaps, and monitoring student progress. A first step in the curriculum alignment that compared the curriculum and the test to be used was to establish criteria for: (1) compatibility of conceptual knowledge; (2) similarity of evaluation, content, and format; (3) suffi-

cient teacher instruction; and (4) sufficient student practice. When the alignment process was completed for each instructional objective, teachers began filling the gaps for missing criteria. Monitoring student progress followed, using, among other tests, the Texas Assessment of Academic Skills (TAAS) given the year the alignment process was introduced and 9 to 12 months later. The identified schools were able to increase their TAAS scores substantially in a year. Results of this study suggest that curriculum alignment can be a good way to bring together all the resources a district can offer. (Contains seven tables and six references.) (SLD)

ED 401 356 UD 031 333

Sleeter, Christine E.

Multicultural Education as Social Activism. SUNY Series, The Social Context of Education.

Report No.—ISBN-0-7914-2998-9

Pub Date—96

Note—288p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-2998-9; clothbound: ISBN-0-7914-2997-0).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—*Activism, Adolescents, Curriculum Development, *Educational Change, Elementary Secondary Education, *Multicultural Education, *Political Attitudes, Racial Differences, Sex Differences, Social Attitudes, Social Class, *Teacher Education

Identifiers—Reform Efforts, *White Supremacy
Multicultural education is a relatively new field that has faced a struggle for legitimacy. This book argues that multicultural education can be understood as a form of resistance to dominant modes of schooling, and particularly to white supremacy. Radical criticisms or tacit dismissals of it fragment progressive educational advocates and practitioners and weaken attempts to challenge oppressive social relationships through schooling. The book attempts to clarify the field's political underpinnings as they relate to challenging white supremacy. The discussion of multicultural education as resistance in Chapter 1 is followed by reflection on gender as a mediator of racial consciousness in Chapter 2. Chapter 3 situates multicultural education in the political contexts of the 1980s and 1990s. Chapter 4 explores how several teachers have constructed meanings of multicultural education from their teaching experience. Chapter 5 considers multicultural curricula and distinguishes those that are merely cosmetic from those that are meaningful. Chapters 6 and 7 explore the author's experience in teacher education for multicultural education, and Chapter 8, written with Carl Grant, explores the adolescent's interpretation of race, class, and gender. Chapter 9 offers ideas about teaching for social justice. (Contains 1 table, 4 figures, and 350 references.) (SLD)

ED 401 357 UD 031 334

Jones-Wilson, Faustine C., Ed. And Others. Encyclopedia of African-American Education.

Report No.—ISBN-0-313-28931-X

Pub Date—96

Note—375p.

Available from—Greenwood Press, Greenwood Publishing Group, Inc., 88 Post Road West, P.O. Box 5007, Westport, CT 06881-5007 (\$95).

Pub Type—Books (010) — Reference Materials (130)

Document Not Available from EDRS.

Descriptors—Black Culture, *Black Education, Black History, Blacks, *Educational History, Elementary Secondary Education, Higher Education, Legislation, Public Policy, *Reference Materials, Resource Materials, *United States History

Identifiers—*African Americans

This encyclopedia is a comprehensive reference tool for researchers, teachers, scholars, students, and laypersons who need information under a single cover on significant issues, policies, historical events, laws, theories, organizations, institutions, and people incident to the education of African Americans. This population is unique in that its educational history includes as law and public policy the systematic long-term denial of the acquisition of knowledge. This reference tool contains several hundred topic entries in alphabetical order that provide local, regional, and national information, but biographical entries are fewer, largely because they

are available in other resources. Each entry includes a selected bibliography. (Contains 294 references.) (SLD)

ED 401 358 UD 031 335

Davidson, Ann Locke

Making and Molding Identity in Schools: Student Narratives on Race, Gender, and Academic Engagement. SUNY Series, Power, Social Identity, and Education.

Report No.—ISBN-0-7914-3082-0

Pub Date—96

Note—257p.

Available from—State University of New York Press, State University Plaza, Albany, NY 12246 (paperback: ISBN-0-7914-3082-0; clothbound: ISBN-0-7914-3081-2).

Pub Type—Books (010) — Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Case Studies, Classification, Educational Environment, *Ethnicity, High Schools, *High School Students, *Identification (Psychology), Minority Groups, Multicultural Education, *Racial Identification, *School Role, Student Attitudes, Urban Schools, Urban Youth

Identifiers—*Identity Formation, *Student Engagement

This book focuses on the relationship between ethnic and racial identity and academic engagement, examining in particular the role that schools and classrooms play in shaping this relationship. It examines the lives of students to ask how they conceptualize and assert their ethnic and racial identities across varied curricular settings. The case studies of 12 high school students, drawn from a longitudinal investigation of 55 urban high school students, show that ethnic and racial identities are dependent on the range of cultural and intercultural phenomena that individuals mediate within varied social matrices. Identity is conceptualized as a process that develops in a matrix of structuring social and institutional relationships and practices. Part I frames the discussion of identity and academic engagement. Part II focuses more closely on individuals who challenge the social categories and stereotypes in which they have been placed. Part III considers other students in the process of reproducing the social categories to which they have been assigned. Part IV then focuses on the speech acts that students perceive as powerful enough to counteract the other messages they have encountered about their racial and ethnic backgrounds. Part V links ethnographic data to educational and theoretical questions and their implications for multicultural education and the acceptance of ethnic flexibility. (Contains 5 tables and 162 references.) (SLD)

ED 401 359 UD 031 344

Newman, Michael

Beginning a Mentoring Program. PLUS (Project Literacy U.S.).

Pub Date—90

Note—48p.

Available from—PLUS, 4802 Fifth Avenue, Pittsburgh, PA 15213.

Pub Type—Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—Administration, *Community Involvement, *Interpersonal Relationship, *Mentors, Modeling (Psychology), Needs Assessment, *Program Development, Program Evaluation, Significant Others, Training, Urban Schools, Urban Youth, *Volunteers, *Youth Programs

This booklet is a guide to setting up a formal mentor program in the community. Mentor programs can take many shapes, whether sponsored through the schools, by businesses, or by churches and volunteer agencies. Like any operation, a volunteer mentor program has various management functions. The planning function sets a mission statement, goals, and objectives to make a program's focus clear. Organizing sets into action the staffing and work assignments to accomplish the plan. Staffing functions, those of recruitment, interviewing, and placement, engage volunteer mentors. A directing function oversees their involvement, and a controlling function evaluates the people and programs to facilitate planning. Each of these functions must be executed effectively, and each is addressed in this guide. Specific advice is given for assessing needs, involving the community, and finding funding. Finding mentors, recruiting youth, and screening and matching volunteers are explored. The orienta-

tion and training of selected volunteers, the supervision and recognition of mentors as they work with youth, and other program activities are reviewed, and the importance of evaluation is stressed. Twelve appendices present sample forms for program use, and 12 publications and 2 organizations are listed as resources for further information. (SLD)

ED 401 360 UD 031 350

McCann, Richard

Northeast Pennsylvania Chapter 1 Program Improvement Project. Progress Report for School Year 1991-92.

Northeastern Education Intermediate Unit 19, Mayfield, PA.; Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 92

Note—56p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, *Compensatory Education, *Disadvantaged Youth, *Educational Change, Educational Practices, Elementary Secondary Education, Federal Aid, *Parent Participation, Program Evaluation, Rural Schools, *School Districts, Staff Development, Suburban Schools, Teaching Methods, Urban Schools

Identifiers—*Education Consolidation Improvement Act Chapter 1, *Pennsylvania

This report summarizes the progress made by schools participating in the Northeast (Pennsylvania) Chapter 1 Program Improvement Task Force during the 1990-91 and 1991-92 school years. The first section gives an overview of project activities, and the second presents a summary of what each school team accomplished in the school years studied. The third section summarizes the accomplishments of the project as a whole, and the fourth section considers the program activities that each school team plans for the 1992-93 school year. The Federal emphasis on Chapter 1 program improvement led the Pennsylvania Department of Education to challenge Research for Better Schools, Inc., and school districts to begin a self-improvement process spurred on by some planning funds, a waiver of traditional monitoring for the first 3 years of the project, and the opportunity to present the improvement design to other educators. Ten school districts participated in the project from the beginning, with 13 schools involved. Individual reports on these 13 schools are included. Each reported conducting staff development, parent education and participation workshops, and cooperative teacher planning, and the development of new materials and teaching methods. Each of the schools reported changes in teacher and classroom practices as a result of the program. Eight schools reported changes in how parents worked at home with their children, and all schools reported some positive effects on student achievement. (Contains two figures and three tables.) (SLD)

ED 401 361 UD 031 353

Rutherford, Barry, Ed.

Creating Family/School Partnerships.

National Middle School Association, Columbus, OH.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

Report No.—ISBN-1-56090-086-5

Pub Date—95

Contract—RR-91-1720.08

Note—215p.; Part 1 of this document represents a re-publication of ED 368 511; part 2 is a re-publication of ED 368 512.

Pub Type—Books (010) — Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Community Involvement, Cooperation, *Educational Change, Intermediate Grades, *Middle Schools, *Parent Participation, Participatory Decision Making, *Partnerships in Education, Program Development, *School Restructuring

The papers in this volume, commissioned by RMC Research Corporation for the Office of Educational Research and Improvement, were adapted to reflect the input of participants at a national conference in Washington, DC in June 1992 on middle grades parent and community involvement. Part I reviews the literature in five chapters that focus on the context of parent and community involvement

programs, their development, and their impact. The synthesis of literature reveals that parents can be the primary resource in the education of their children, and that parents and community members can be resources for education in school settings and in other programs. Part II includes five commissioned papers: (1) "Comprehensive Districtwide Reforms in Parent and Community Involvement Programs" (Nancy Fehl Chavkin); (2) "School Restructuring To Facilitate Parent and Community Involvement in the Middle Grades" (Janet Chrispeels); (3) "School and Family Partnerships in the Middle Grades" (Joyce L. Epstein and Lori Connors); (4) "Activities in the Home that Support School Learning in the Middle Grades" (Diane Scott-Jones); and (5) "Bringing Schools and Communities Together in Preparation for the 21st Century" (Patrick M. Shields). An appendix contains an annotated bibliography of 44 sources. Individual papers contain references. (SLD)

ED 401 362 UD 031 355

Rodriguez, Camille, Ed. Bosque-Perez, Ramon, Ed.

Puerto Ricans and Higher Education Policies.

Volume 1: Issues of Scholarship, Fiscal Policies and Admissions. Higher Education Task Force Discussion Series.

City Univ. of New York, N.Y. Centro de Estudios Puertorriquenos.

Report No.—ISBN-1-878483-52-8

Pub Date—Aug 94

Note—80p.

Pub Type—Books (010) — Collected Works - General (020) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Academic Achievement, Admission (School), *College Bound Students, College Preparation, College School Cooperation, Educational Finance, *Educational Policy, *Financial Support, *Higher Education, Hispanic Americans, Minority Groups, Policy Formation, *Puerto Ricans, *Scholarship, Standards

Identifiers—*City University of New York

This volume explores issues of scholarship, fiscal policies, and admissions in the higher education of Puerto Ricans, with the emphasis on Puerto Ricans on the U.S. mainland and a particular focus on Puerto Rican admissions to the City University of New York. The first paper, "The Centro's Models of Scholarship: Present Challenges to Twenty Years of Academic Empowerment" by Maria Josefa Canino considers the history of the Centro Puertorriqueno of Hunter College of the City University of New York and its mission for scholarship and the formation of policy related to Puerto Ricans. The second paper, "Puerto Ricans and Fiscal Policies in U.S. Higher Education: The Case of the City University of New York" by Camille Rodriguez and Ramon Bosque-Perez illustrates the interplay between finance and policy and the education of Puerto Ricans. "Latinos and the College Preparatory Initiative" by Camille Rodriguez, Judith Stern Torres, Milga Morales-Nadal, and Sandra Del Valle discusses the College Preparatory Initiative (CPI), a program designed by the City University of New York as a way to strengthen the educational experiences of students. CPI attempts to combine raised academic standards and school/college collaboration to increase the participation and retention of minority students, but it is likely to have adverse effects because of the difficulty students will have in achieving CPI standards before admission. A postscript calls for further efforts by the City University to assist minority students. (Contains nine graphs and references following each paper.) (SLD)

ED 401 363 UD 031 359

Rivera-Batiz, Francisco L. Santiago, Carlos

Puerto Ricans in the United States: A Changing Reality.

National Puerto Rican Coalition, Washington, DC. Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date—Oct 94

Note—138p.

Available from—National Puerto Rican Coalition, 1700 K Street, N.W., #500, Washington, DC 20006; fax: 202-429-2223.

Pub Type—Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Access to Education, Census Figures, *Economic Factors, *Educational Attainment, Educational Trends, Elementary Secondary Education, Employment Patterns, Equal Education, *High School Graduates, Hispanic Americans, *Immigrants, *Migration Patterns, Minority

Groups, *Puerto Ricans, Relocation

This report shows that the face of the Puerto Rican population in the United States has changed dramatically in recent years. The analysis is based largely on data from the 1980 and 1990 Censuses of Population, but it is supplemented by other sources. The number of Puerto Ricans in the United States has increased from close to 2 million in 1980 to over 2.7 million in 1990, an increase spearheaded by massive emigration from Puerto Rico. The 1980s saw Puerto Ricans dispersing across the county, relocating from the traditional concentrations in eastern cities. New York remains the state with the largest Puerto Rican population, but the traditional association of Puerto Ricans with New York City is being replaced. Puerto Ricans experienced an astonishing rate of income growth in the period, with a great increase in labor force participation among women. Economic progress was tied to substantial improvements in educational attainment, with a dramatic drop in the number of Puerto Rican adults without a high school diploma, and an increase, from 17% to 29.3%, in the number of Puerto Ricans with at least some college education. In spite of this progress, the relatively high proportion of Puerto Ricans without a high school diploma remains a concern, as do inequities in the educational opportunities available to Puerto Ricans. Three appendices discuss study methodology and statistical analyses. (Contains 2 figures, 53 tables, 2 appendix tables, and 28 references.) (SLD)

ED 401 364 UD 031 360

Underrepresented Groups in Public Institutions of Higher Education in Illinois. Report to the Governor and General Assembly.

Illinois State Board of Higher Education, Springfield.

Pub Date—Jan 95

Note—223p.

Available from—Illinois Board of Higher Education, 4 West Old Capitol Plaza, Room 500, Springfield, IL 62701-1287; fax: 217-782-8548.

Pub Type—Legal/Legislative/Regulatory Materials (090) — Reports - Evaluative (142)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—Black Students, College Bound Students, Community Colleges, *Disabilities, *Enrollment, *Females, *Higher Education, Hispanic Americans, *Minority Groups, Private Schools, Program Evaluation, Public Colleges, *School Holding Power, State Government, Undergraduate Students

Identifiers—*Illinois

This is the seventh annual report on minority, female, and disabled students and staff in Illinois higher education, submitted under a legislative mandate. The main body of the report is divided into three sections. The first presents trends and the most recent enrollment, employment, and degree completion data for these students at public universities, community colleges, and private schools. Black enrollment at the undergraduate level increased slightly in 1993, with a slight increase at the graduate level also. The growth in Hispanic enrollment is somewhat greater, with a 4.5% increase from 1992 to 1993. The second section, "Efforts To Improve Representation," describes major statewide and institutional initiatives that have occurred in the past year and describes the results of studies related to underrepresented groups. The third section considers public college and university efforts in Illinois to improve the retention of undergraduate students from underrepresented groups. Three appendices present material on specific program activities as reported by individual schools, an annotated bibliography of 11 sources, a list of programs, and tables to supplement the text. (Contains 34 figures, 3 text tables, and 24 appendix tables.) (SLD)

ED 401 365 UD 031 361

Kober, Nancy L., Ed. Feuer, Michael J., Ed.

Title I Testing and Assessment. Challenging Standards for Disadvantaged Children. Summary of a Workshop (Washington, DC, April 1, 1995). Board Bulletin.

National Academy of Sciences - National Research Council, Washington, DC. Board on Testing and Assessment.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—96

Note—31p.

Available from—Board on Testing and Assessment, National Research Council, 2101 Constitution Avenue, N.W., Washington, DC 20418.

Pub Type—Collected Works - Proceedings (021)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Academic Achievement, *Accountability, *Compensatory Education, *Disadvantaged Youth, Educational Assessment, Educational Change, *Educational Testing, Elementary Secondary Education, Limited English Speaking, State Programs, *Test Construction, Test Use, *Urban Schools, Workshops
Identifiers—Curriculum Alignment, *Improving Americas Schools Act 1994 Title I

The Improving America's Schools Act of 1994 substantially revised the Title I program for disadvantaged children. Some of the most far-reaching changes relate to testing and accountability. States will now need to develop their own assessments and ensure that these assessments are aligned with challenging state standards linked to educational reforms for all students. By the year 2000-2001 states must develop or adopt yearly assessments in reading and mathematics that are aligned with their content and performance standards. To help states in this process, the Board on Testing and Assessment held a half-day workshop on Title I testing and assessment. Mary Jean LeTendre, the Title I director of the Department of Education, opened the workshop by listing assessment issues that included transition policies, the assessment of young children, ensuring adequate progress, measurement problems, multiple measures, the special problems of limited-English-speaking students, and the problems of analyzing disaggregated data. Other speakers discussed: (1) the critical issues facing states as they develop assessments; (2) measurement issues at the state level; (3) the perspectives of test publishers; (4) accountability issues; and (5) issues for further consideration. An appendix gives the agenda and lists participants. (Contains seven references.) (SLD)

ED 401 366 UD 031 363

McAdoo, Harriette Pipes, Ed.
Black Families. Third Edition.
Report No.—ISBN-0-8039-5573-1
Pub Date—97
Note—386p.

Available from—SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@sagepub.com (paperback: ISBN-0-8039-5573-1; clothbound: ISBN-0-8039-5572-3).

Pub Type—Books (010)—Collected Works - General (020)—Reports - Evaluative (142)

Document Not Available from EDRS.

Descriptors—Black Culture, *Black Family, Black History, Blacks, *Child Rearing, Cultural Background, Experience, Life Events, Parent Child Relationship, *Public Policy, *Socialization, *United States History, *Urban Youth, Values
Identifiers—*African Americans

The chapters of this collection explore the experiences of black families in the United States and Africa, today and in the past. They are: (1) "African American Families: A Historical Note" (John Hope Franklin); (2) "African American Families and Family Values" (Niaara Sudarkasa); (3) "Old-Time Religion: Benches Can't Say 'Amen'" (William Harrison Pipes); (4) "Conceptualizations of African American Families" (Jualynne Elizabeth Dodson); (5) "African American Family Life: An Instrument of Culture" (Wade W. Nobles); (6) "Three Decades of Black Family Empirical Research: Challenges for the 21st Century" (Leonor Boulton Johnson); (7) "Demographic Features of African American Families" (Paul C. Glick); (8) "Upward Mobility across Generations in African American Families" (Harriette Pipes McAdoo); (9) "Historical Note: Parenting of Young Children in Black Families" (Marie Ferguson Peters); (10) "The Roles of African American Fathers in the Socialization of Their Children" (John L. McAdoo); (11) "Supportive Roles of Significant Others in African American Families" (Wilhelmina Manns); (12) "Out There Stranded? Black Families in White Communities" (Beverly Daniel Tatum); (13) "African American Education: A Cultural-Educational Perspective" (John U. Ogbu); (14) "Family, Socialization Environment, and Identity Development in Black Americans" (James S. Jackson, Wayne R. McCullough, and Gerald Gurin); (15) "An Overview of Race and Marital Status" (Robert Staples); (16) "The Black Search for Love and Devotion: Facing the Future against All Odds" (Audrey B. Chapman); (17) "Values Regarding Marriage and the Family from a Woman's Perspective" (Jerold Heiss); (18) "Contraception: Practices and Attitudes in the Black Community" (Algea Othella Harrison); (19) "An Advocacy

Agenda for Black Families and Children" (Marian Wright Edelman); (20) "Social Families among African Americans: Policy Implications for Children" (Rose Merry Rivers and John Scanlon); and (21) "Social Welfare Policies and African American Families" (Robert B. Hill). Each chapter contains references. (Includes 4 figures and 15 tables.) (SLD)

ED 401 367 UD 031 364

Gates, Henry Louis, Jr. And Others
Speaking of Race, Speaking of Sex: Hate Speech, Civil Rights, and Civil Liberties.

Report No.—ISBN-0-8147-3070-1

Pub Date—94

Note—304p; Introduction by Ira Glasser.

Available from—New York University Press, Washington Square, New York, NY 10003.

Pub Type—Books (010)—Collected Works - General (020)—Opinion Papers (120)

Document Not Available from EDRS.

Descriptors—Academic Freedom, *Civil Liberties, Constitutional Law, Democracy, *Ethnic Bias, Freedom of Information, Higher Education, Homosexuality, Political Correctness, *Racial Bias, Racial Relations, *Sex Bias, *Speech Communication, Stereotypes

Identifiers—*First Amendment, *Hate Speech, Speech Codes

The essays of this collection explore the restriction of speech and the hate speech codes that attempt to restrict bigoted or offensive speech and punish those who engage in it. These essays generally argue that speech restrictions are dangerous and counterproductive, but they acknowledge that it is very difficult to distinguish between unprotected insults and protected ideas. The following essays are included: (1) "War of Words: Critical Race Theory and the First Amendment" (Henry Louis Gates, Jr.); (2) "Racial Myopia in the Age of Digital Compression" (Donald E. Lively); (3) "Racist Speech, Democracy, and the First Amendment" (Robert C. Post); (4) "Regulating Racist Speech on Campus: A Modest Proposal" (Nadine Strossen); (5) "The First Amendment and the Art of Storytelling" (Anthony P. Griffin); and (6) "Since When Is the Fourteenth Amendment Our Route to Equality? Some Reflections on the Construction of the 'Hate-Speech' Debate from a Lesbian/Gay Perspective" (William B. Rubenstein). (SLD)

ED 401 368 UD 031 366

Wang, Margaret C.
Fostering Resilience among Children at Risk of Educational Failure.

National Research Center on Education in the Inner Cities, Philadelphia, PA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 96

Note—14p; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ancillary School Services, *Children, Disadvantaged Youth, Educational Assessment, *Educational Change, Educational Environment, Elementary Secondary Education, *High Risk Students, Integrated Activities, *Parent Participation, Personality Traits, Program Development, Staff Development, Student Responsibility, *Urban Schools

Identifiers—*Resilience (Personality)

The design and implementation of a broad-based intervention program for students at risk of school failure are described, and implications are drawn for efforts to improve the education of at risk children. The Learning City Program uses state-of-the-art research to create a facilitating environment in which the continuous development of children and youth is at the center of economic and community revitalization efforts that will be sustainable over time. The delivery system that supports the implementation of the Learning City Program includes these key components: (1) a site-specific plan that takes the school's needs into account; (2) a schoolwide organizational structure that supports a teaming process for regular and specialist teachers; (3) a data-based staff development program for ongoing training and technical assistance; (4) an instructional-learning management system that focuses on student self-responsibility; (5) an integrated assessment-instruction process; (6) a family and community involvement plan; and (7) a school-linked compre-

hensive health and human services delivery program. The delivery framework of the Learning City Program mandates a coherent and coordinated approach with rooted connections with the family and community in the service of students. (Contains five references.) (SLD)

ED 401 369 UD 031 367

Miville, Marie L. Helms, Janet E.
Exploring Relationships of Cultural, Gender, and Personal Identity among Latinos and Latinas.

Pub Date—Aug 96

Note—17p; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143)—Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Conflict Resolution, Cultural Awareness, *Cultural Differences, Females, *Hispanic Americans, *Identification (Psychology), Individual Differences, Minority Groups, *Sex Differences

Identifiers—Identity (Psychological), *Identity Formation, Latinas, *Latinos

This study explored the potential relationships of personal identity with collective identities based on membership in socially disadvantaged groups (e.g. being Latino/a, being a woman) and socially advantaged group memberships (e.g. being a man) for Latinos and Latinas. The interrelationships among the cultural identity, gender identity, and personal identity of 279 self-identified Latinos (177 women, 102 men) were studied. Participants completed the Womanist Identity Attitude Scale (J. E. Helms, 1990) or Men's Identity Attitude Scale (J. E. Helms, personal communication, 1995) to assess gender identity, and the Personal Identity Scale (L. D. Bension and G. R. Adams, 1986) to assess personal identity. The cultural, gender, and personal identity scales each measured different levels of conflict and resolution with respect to their identity constructs. Multiple regression and canonical correlations were used to analyze their responses. Results indicate that personal identity is significantly related to both cultural and gender identity for Latinos and Latinas. Cultural and gender identity are also significantly related to each other for Latinos and Latinas. (Contains 5 tables and 26 references.) (Author/SLD)

ED 401 370 UD 031 368

Greenawalt, Charles E.
Charter Schools: A National Innovation for Pennsylvania.

Commonwealth Foundation for Public Policy Alternatives, Harrisburg, PA.

Pub Date—Apr 95

Note—19p.

Pub Type—Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, *Charter Schools, Educational Change, *Educational Innovation, Elementary Secondary Education, *Institutional Autonomy, Nontraditional Education, *School Restructuring, Self Determination, State Legislation, State Programs, *Teacher Role

Identifiers—*Pennsylvania

A charter school is an autonomous educational entity operating under a contract negotiated between the organizers who manage the school (teachers, parents, or others from the public or private sector) and the sponsors who oversee the provisions of the charter (local school boards, state education boards, or some other public authority). The premise that underlies the charter school idea is that this innovation will free schools from the uniformity and confines of top-down regulations and mandates. Eleven states have charter school legislation, but only 6 of those charter laws are considered to be "alive." The possibilities for charter schools in Pennsylvania appear quite bright. In states where charter schools have been adopted, a number of challenges have developed, four of which are prominent. The first is the necessity for new relationships to be developed between school boards and schools. The second is that charter schools must use true site-based decision making. A third challenge is that charter schools must, and will, provide new roles for teachers, and the final challenge is that charter school legislation will also generate fear among educators that it will be a back door for private school vouchers. In Pennsylvania, as in other states, the charter school innovation must not be seen as an instant panacea. Nevertheless, charter schools offer an avenue to bring together some of the most prom-

issuing educational reform ideas to create highly autonomous and accountable learning environments. (Contains one table comparing charter school legislative approaches.) (SLD)

ED 401 371 UD 031 369

Jackson, Cydney H. And Others
African-American Women's Mentoring Experiences.

Pub Date—Aug 96

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).

Pub Type—Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Students, College Faculty, *College Students, Ethnic Groups, *Females, Higher Education, Interpersonal Relationship, *Mentors, Minority Groups, Modeling (Psychology), *Racial Identification, *Self Concept, Significant Others

Identifiers—African Americans, *Identity (Psychological)

Intervention studies suggest that providing appropriate role models produces positive differences in ethnic minority members' levels of career maturity. The availability of appropriate role models is particularly important for African American women because of their double minority status; neither career interventions developed just for women nor career interventions developed just for African Americans address the issues that these women face (S. L. Bowman, 1993). The availability of appropriate role models for African American women was studied on two university campuses, and the impact of this availability on the self-concept of African American women was studied. Participants were 159 African American women from the University of Kansas and Ball State University. They provided demographic information, completed a measure of their within-culture identity, and described their role models. Seventy-six percent indicated that they did have an achievement role model. The role model was a relative 56% of the time, a teacher or professor 18% of the time, and a person in the media 15% of the time. Data show that African American women prefer African American women role models, but that they are not finding them on college campuses. The identification with a relative or teacher from outside the college community may provide a buffer for the negative impact of being a token in the university environment. (Contains 2 tables and 12 references.) (SLD)

ED 401 372 UD 031 370

Cushman, Kenneth Brislin, Richard W.
Intercultural Interactions. A Practical Guide. Second Edition. Cross-Cultural and Research Methodology Series, volume 9.

Report No.—ISBN-0-8039-5991-5

Pub Date—96

Note—365p.

Available from—SAGE Publications, 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@sagepub.com (paperback: ISBN-0-8039-5991-5; clothbound: ISBN-0-8039-5990-7).

Pub Type—Books (010) — Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Adjustment (to Environment), Critical Incidents Method, *Cultural Awareness, Cultural Differences, Foreign Countries, *Interaction, Relocation, *Social Integration, *Training

Identifiers—*Culture Assimilator

As a guide to learning about other cultures, the first edition of this book used 100 critical incidents spread across 18 themes of human interaction. This edition has the same goal as the first edition, to improve formal efforts to prepare people for interaction with cultures other than their own, but it introduces a number of new incidents and uses an expanded version of subjective culture. The approach to cross cultural training used is that of the culture assimilator, a method in which stories constitute the critical incidents that should be of widespread interest to people moving across cultural boundaries. The 18 themes that organize the information on interaction are presented in the first 3 chapters. Chapters 3 through 10 then present the critical incidents, and chapters 11 through 13 discuss the issues raised in each incident. The chapters are titled: (1) "Information for People about to Interact Extensively in Another Culture"; (2) "Infor-

mation for Teachers and Cross-Cultural Trainers"; (3) "Host Customs"; (4) "Interacting with Hosts"; (5) "Settling In and Making Adjustments"; (6) "Tourist Experiences"; (7) "The Workplace"; (8) "The Family"; (9) "Education and Schooling"; (10) "Returning Home"; (11) "People's Intense Feelings"; (12) "Knowledge Areas"; and (13) "The Bases of Cultural Differences." (Contains 2 tables and 178 references.) (SLD)

ED 401 373 UD 031 371

Batey, Carol S.

Parents Are Lifesavers. A Handbook for Parent Involvement in Schools.

Report No.—ISBN-0-8039-6241-X

Pub Date—96

Note—120p.

Available from—Corwin Press, Inc., A Sage Publications Company, 2455 Teller Road, Thousand Oaks, CA 91320; e-mail: order@corwin.sagepub.com (paperback: ISBN-0-8039-6241-X, \$18; clothbound: ISBN-0-8039-6240-1).

Pub Type—Books (010) — Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Involvement, *Educational Change, Educational Environment, *Elementary Secondary Education, Family Involvement, Networks, Parent Associations, *Parent Participation, Parent Role, Parent School Relationship, *Partnerships in Education, Principals, *Volunteers

Identifiers—*Nashville Metropolitan Public Schools TN

Practical and well-defined solutions are presented to build effective and long-lasting partnerships among parents, educators, and community members for the improvement of schools. A step-by-step model is presented, with an outline to guide anyone attempting to involve parents in their children's schools. Chapter 1, "My Journey to Parent Involvement," tells the history of personal experiences as a parent volunteer and school activist. Chapter 2, "Creating a Climate for Parent Participation," details methods for creating a context for parent participation and lists effective strategies that go beyond a mere invitation to participate. The networking process is examined in Chapter 3, "Forming a Volunteer Network: Starting from Scratch," which shows how parents can work together in volunteer associations. Chapter 4, "Using Parents' Expertise," focuses on gaining the benefits of parents' knowledge and experience in the school and at home. Chapter 5, "Strategies for Successful Parent Involvement," highlights a few principals who have successfully created strategies for parent participation. The outcomes of efforts to involve parents and their abilities are discussed in Chapter 6, "Educators, Parents, and Community Involvement—It Works! It Works! It Works!" Case examples explore parent participation. A resource section includes a parent participation contract and other documents to use in developing participation programs. Eighteen suggested readings are included. (Contains 11 references.) (SLD)

ED 401 374 UD 031 372

Zephir, Flore

Haitian Immigrants in Black America. A Sociological and Sociolinguistic Portrait.

Report No.—ISBN-0-89789-451-0

Pub Date—96

Note—181p.

Available from—Bergin & Garvey, Greenwood Publishing Group, 88 Post Road West, Box 5007, Westport, CT 06881; phone: 1-800-225-5800 (\$55).

Pub Type—Books (010) — Reports - Research (143) — Tests/Questionnaires (160)

Document Not Available from EDRS.

Descriptors—*Acculturation, Black Culture, *Blacks, Cultural Differences, Cultural Pluralism, Ethnic Groups, Ethnicity, Haitian Creole, *Haitians, *Immigrants, *Language Minorities, Language Usage, *Racial Identification, Urban Areas, Urban Problems

Identifiers—*Identity Formation, New York (New York)

Identity formation among Haitian immigrants to the United States is explored in an effort to pinpoint the macro (external) and micro (internal) factors that shape the cultural identity of this particular immigrant community. The immigration experience that is revealed is one of a cultural and linguistic identity in transition. Part I presents a sociological

portrait of the Haitian immigrants and looks at the processes of the formation of their identity as a distinct black ethnic group. It discusses the parameters of Haitian identity and considers Haitian immigrant distancing behavior in terms of the hierarchical and separatist structure of American society. The second part of the book sketches a sociolinguistic portrait and considers language maintenance, use, choice, and attitudes. New York (New York) was chosen as the research site because it is the urban center with the largest concentration of Haitians in the United States. The bulk of the information was gathered through 70 individual interviews with first-generation urban adult immigrants from differing economic backgrounds. Group interviews added the views of about 50 more immigrants. Chapters are titled: (1) "Haitians in New York City"; (2) "Premigration Experiences of Haitian Immigrants"; (3) "Emergence and Essence of Haitian Immigrant Ethnicity"; (4) "Haitians' Responses to African Americans"; (5) "Language and Ethnicity in the Haitian Immigrant Context"; (6) "Patterns of Language Use of Haitian Immigrants"; and (7) "Haitians, American Cultural Pluralism, and Black Ethnicity." The interview protocol is attached. (Contains 2 tables, 4 maps, and 209 references.) (SLD)

ED 401 375 UD 031 373

Hornor, Louise L. Ed.

Black Americans: A Statistical Sourcebook.

Report No.—ISBN-0-929960-20-3

Pub Date—96

Note—310p.

Available from—Information Publications, 3790 El Camino Real, Suite 162, Palo Alto, CA 94306.

Pub Type—Books (010) — Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors—*Blacks, Census Figures, Crime, *Demography, Government Role, *Health, *Income, Labor Force, Low Income Groups, Poverty, Reference Materials, *Social Indicators, Statistical Analysis, Tables (Data), *Urban Areas

Identifiers—Sourcebooks

This sourcebook in the 7th year of its annual publication is the second in a series of statistical sourcebooks covering significant topics in American life. It addresses the need for a single volume statistical reference through a collection of tables that display information on a wide variety of topics. With a few exceptions, each table presents information about the black population, the white population, and a total for U.S. population of all races and ethnic groups. All of the information comes originally or by way of replication from the Federal Government, and is largely from the Bureau of the Census. The book is divided into eight chapters of tables: (1) "Demographics and Characteristics of the Population"; (2) "Vital Statistics and Health"; (3) "Education"; (4) "Government and Elections"; (5) "Crime, Law Enforcement, and Corrections"; (6) "The Labor Force, Employment and Unemployment"; (7) "Earnings, Income, Poverty, and Wealth"; and (8) "Special Topics." Tables in each chapter represent results of a comprehensive review of all available government statistical information. A glossary is included to clarify terminology. (Contains 187 tables.) (SLD)

ED 401 376 UD 031 374

Lopez, Thomas R. Bulzer, David M.

"Site-Based Management" and Reform. Toledo Public Schools, a Case in Point.

Pub Date—[96]

Note—13p.

Pub Type—Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, Boards of Education, Educational Administration, *Educational Change, Educational Innovation, Elementary Education, *Governance, Institutional Autonomy, *Public Schools, *School Based Management, School Districts, Teacher Role, *Urban Schools

Identifiers—*Reform Efforts, *Toledo Public Schools OH

The expression "site-based management" (SBM) has become part of the rhetoric of reform of U.S. public schools. The United States has been involved in school reform efforts for many years now, including attempts at SBM. The case of the Toledo (Ohio) public schools serves as a prime example of an urban school district that, like many others, shows powerful immunity to efforts at improvement. The Toledo schools have been experimenting with SBM at three elementary schools in the last several years. In spite

of the modesty of the experiment in terms of shifting authority and resources to the schools, what has been remarkable so far is the inability of the school board and the administration to implement SBM in other schools through enticing volunteers or convincing union officials to agree to expanding the modest start. Nor has there been much success in publicizing the progress at these three schools. Suspicion on the part of the teachers' union and the reluctance of principals to commit to what was seen as a high risk proposition have kept SBM at a stall. The good things that have happened, and that will happen, at these three schools result from good work done by good people, but not because of anything done by administration or union leadership. It is safe to predict that the Toledo SBM experiment will be declared "successful," but that it will not be replicated. The ironic thing about SBM is that a real shift in school governance requires a strong central authority to bring about SBM and to sustain it. If SBM could be used effectively to reflect different ends and means, it could reflect and promote needed diversity. However, the adage that people have the kind of government they deserve is no less true of the public schools. Toledo will continue to have the kind of schools it deserves. (SLD)

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Item Parameter Estimation for the Continuous Response Model via an EM Algorithm.
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THESAURUS ADDITIONS AND CHANGES

The following additions and modifications have been made to the ERIC controlled vocabulary since December 1994. They are, therefore, not included in the main body of the 13th (1995) edition of the *Thesaurus of ERIC Descriptors*.

Academic Senates (Colleges)

USE COLLEGE GOVERNING COUNCILS (unqualified use reference "Academic Senates" was deleted)

Alternate Day Block Scheduling USE ALTERNATE DAY SCHEDULES and BLOCK SCHEDULING

ALTERNATE DAY SCHEDULES Dec. 89
SN (Scope Note Changed) Scheduling attendance on alternate days—frequently refers to kindergarten, preschool, or day care programs

AMERICAN DREAM Jan. 96
SN The ideals of freedom, equality, and opportunity traditionally held to be available to everyone in the U.S.—also, the popular belief that perseverance and hard work in the U.S. will bring forth happiness, success, and material well-being

BEREAVEMENT Jun. 96
SN Deprivation or loss, especially of loved ones by death (note: prior to Jun96, this concept was frequently indexed by "Grief")

BIRTHS TO SINGLE WOMEN Dec. 95
UF Illegitimacy
Illegitimate Births (1967 1995)
Nonmarital Childbirth
Out of Wedlock Births
Single Mother Births
Unmarried Mother Births

BLOCK SCHEDULING Aug. 96
SN An instructional arrangement whereby part or all of the daily class schedule is organized into blocks of time longer than an hour, to facilitate flexibility and diversity in instructional activities (note: prior to Aug96, this concept was indexed as "Time Blocks")
UF Block Time Teaching (former UF of "Time Blocks")

CAREER ACADEMIES Aug. 95
SN Schools-within-schools (usually high-school level) focusing on broadly defined career themes (health careers, electronics, etc.), with highly integrated academic and vocational curricula and active involvement of local employers
UF High School Academies (Career Development)
Job Training Academies
Partnership Academies (School and Business)
Vocational Academies

CHARTER SCHOOLS Oct. 95
SN Public schools run by groups of parents, teachers, and administrators under contract with local or state school boards, and given broad freedom from regulations in exchange for the promise of such favorable outcomes as improved test scores, attendance rates, and dropout rates

CHILDRENS WRITING May 95
SN Writing by, not for, children (note: see also the Identifiers "Beginning Writing" and "Early Writing")

CLASSICAL LITERATURE Jul. 66
SN (Scope Note Changed) Literature of ancient Greece and Rome (note: do not use for outstanding or time-honored books generally, for which see "Classics (Literature)")

CLASSICS (LITERATURE)

Aug. 96
SN Literary works of demonstrably enduring appeal and quality (note: do not confuse with the literature of ancient Greece and Rome, for which use "Classical Literature"—see also the Identifiers "Great Books Curriculum" and "Junior Great Books Program")
UF Literary Classics

Cocaine Prenatal Exposure
USE COCAINE
and PRENATAL DRUG EXPOSURE

Collaborative Teaching
USE TEAM TEACHING

COMPREHENSIVE SCHOOL HEALTH EDUCATION Nov. 95
SN Sequential programs of health instruction, health services, and healthful school environments that enable students in kindergarten through grade 12 to develop the awareness, knowledge, and skills needed for healthy behaviors—health areas covered include mental and emotional health, community and environmental health, consumer health, family life, growth and development, nutrition, personal health and fitness, safety and accident prevention, disease prevention and control, and substance use and abuse
UF Comprehensive School Health Programs

CONCEPT MAPPING Nov. 96
SN The identification, organization, and graphic depiction of relationships among concepts in a knowledge domain—the technique employs a node-link formalism in which domain key concepts are circled, bracketed, etc., arranged hierarchically (general to specific), then interconnected by lines labeled with short explanations

CONJUNCTIONS Sep. 96
SN Connective words, as "and," "but," "because," "even though," that join words, phrases, clauses, or sentences (note: see also the Identifier "Connectives (Grammar)")

Crack Babies
USE CRACK
and PRENATAL DRUG EXPOSURE

CULTURAL RELEVANCE May 95
SN Applicability of materials, methods, or programs to one's own ethnicity, social status, gender, religion, home and community environment, and/or personal experiences (note: if possible, use the more specific term "Culturally Relevant Education")
UF Relevance (Cultural)

CULTURALLY RELEVANT EDUCATION May 95
SN Educational practices and resources that reflect the culture, values, customs, and beliefs of students (i.e., help to connect what is to be learned with the students' own lives)
UF Culturally Appropriate Education
Culturally Responsive Education
Culture Based Curriculum

DISSECTION Oct. 96
SN Examining the structure of an animal or plant by cutting it apart—frequently computer-simulated, and may include human anatomical study (note: for operative medical treatment, use "Surgery")

DOCUMENT DELIVERY

Nov. 95
SN Transmission of a print or electronic document, such as a journal article, from a vendor or a library to the requestor—may be fee-based or free

DROUGHT Nov. 95
SN Climatic period(s) of extreme dryness, in which natural water supplies are insufficient for plant life and other needs (note: see also the Identifier "Desertification")

EARLY IDENTIFICATION Jun. 96
SN Diagnosis of an exceptionality (disability and/or giftedness), medical condition, or risk factor early in life or in the condition's early stages (note: prior to Jun96, the instruction "Early Detection, USE Identification" was carried in the Thesaurus)
UF Early Diagnosis
Early Detection (former UF of "Identification")

ELECTRONIC JOURNALS Aug. 96
SN Periodicals, usually topical and moderated, that are published and disseminated (sometimes on an irregular schedule) in the form of electronic text or hypertext on computer networks (such as the Internet) or other computerized media (e.g., CD-ROM)
UF Electronic Magazines
Online Journals

ELECTRONIC LIBRARIES Sep. 96
SN Services and collections of information made accessible through computer networks—includes services such as document delivery, end-user searching and training, network access, and online catalog enhancements, and access to collections of bibliographic and full-text databases, electronic journals, and digital images
UF Digital Libraries
Virtual Libraries

EMERGENT LITERACY Mar. 96
SN The early stages of learning to read and write—an increasing awareness of the print world, usually associated with young learners observing and experimenting with reading and writing processes (note: in the 1980s, the emergent literacy perspective was a departure from the more traditional stage view of reading/writing readiness followed by formal learning)
UF Early Literacy

EMPOWERMENT Jul. 96
SN Promotion or attainment of autonomy and freedom of choice for individuals or groups (note: use a more specific term if possible—see the identifiers "Community Empowerment," "Employee Empowerment," and "Staff Empowerment")
UF Personal Empowerment
Self Empowerment

ENGLISH ONLY MOVEMENT Dec. 95
SN Efforts to make English the single official language of a government or other group (commonly, of the nation and states of the U.S.A.)

ENGLISH TEACHERS Sep. 95
SN Teachers of English-language arts and letters (note: may be coordinated with "English (Second Language)" for teachers of English as a second language)

Faculty Senates (Colleges)
USE COLLEGE GOVERNING COUNCILS
 (unqualified use reference "Faculty Senates" was deleted)

FAMILY ENGLISH LITERACY May 97
 SN English literacy for limited-English-proficient and non-English-speaking families — family English literacy programs usually include adult literacy, preschool/school-age education, and parenting education (note: use only for English as a second language programs — otherwise, use "Family Literacy")

FAMILY LITERACY May 97
 SN Literacy for all family members — family literacy programs frequently combine adult literacy, preschool/school-age education, and parenting education (note: use the more specific term "Family English Literacy" for English as a second language programs)
 UF Child Parent Literacy
 Parent Child Literacy

FAMILY NEEDS Jun. 96
 SN Conditions or factors necessary for optimal function, development, or well-being of families

FEMINIST CRITICISM Sep. 96
 SN Description, interpretation, and evaluation of literature, art, music, educational programs, etc., from a feminist perspective (i.e., of female consciousness, women's rights, and the resistance to male domination)

FLOODS Nov. 95
 SN Bodies of water that overtop their natural or artificial confines and that cover areas not normally underwater

FOCUS GROUPS May 96
 SN Small, roundtable discussion groups charged with examining specific topics or problems (e.g., consumer preferences, product attributes, educational issues), including possible options or solutions—focus groups usually consist of 4-12 participants, guided by moderators to keep the discussion flowing and to collect and report the results
 UF Focused Group Interviews

Government Policy
USE PUBLIC POLICY

Hands on Learning
USE EXPERIENTIAL LEARNING

HANDS ON SCIENCE Dec. 95
 SN Science activities and programs that require active personal participation

HEALTH MAINTENANCE ORGANIZATIONS Nov. 95
 SN Prepaid comprehensive medical service systems (note: see also the Identifier "Social Health Maintenance Organizations")
 UF HMOs
 Managed Care (HMOs)

HISTORIANS Nov. 96
 SN Scholars or writers of chronological accounts of human events

HOUSEWORK Nov. 96
 SN Tasks, including cleaning, food preparation, and doing laundry, that are necessary for the maintenance of a household (note: see also the Identifier "Division of Labor (Household)")
 UF Household Chores
 Housekeeping (Households)

HURRICANES Nov. 95
 SN Tropical cyclones with high-speed winds equaling or exceeding 64 knots (73 mph)
 UF Tropical Cyclones
 Typhoons

Illegitimate Births (Del Dec95)
USE BIRTHS TO SINGLE WOMEN

INTERNET Feb. 96
 SN The international network of computer networks interconnected by routers or gateways and using the standard TCP/IP telecommunications protocol to transfer data such as electronic mail—the Internet connects millions of users among industry, education, government, research, commerce, and private households (note: see also the Identifier "National Information Infrastructure" for documents related to the U.S. Government's Federal NII/Internet policy initiative)
 UF Electronic Superhighway
 Information Superhighway

JAPANESE CULTURE Mar. 96

JOURNAL ARTICLES Jun. 96
 SN Works of prose, complete in themselves, that are published with other such works in periodicals (note: corresponds to Pubtype Code 080—do not use except as the subject of a document)

UF Articles (Journals)
 Magazine Articles
 Periodical Articles

JOURNALISM RESEARCH Sep. 95
 SN Basic, applied, and developmental research conducted to advance knowledge about journalism (note: use as a minor Descriptor for examples of this kind of research—use as a major Descriptor only as the subject of a document)

KEYWORDS Sep. 96
 SN In information science, words and phrases in an abstract, title, text, etc., of a work that identify its significant content (note: keywords are usually the uncontrolled or "natural-language" vocabulary—do not confuse with controlled subject headings, for which use "Subject Index Terms")—in learning and language development, words and phrases of prime importance to a particular task/activity, frequently associated with one another or with pictorial images for easy remembrance (note: see also more precise Identifiers "Keyword Mnemonics," "Keyword Method (Language Learning)," and "Keyword Method (Second Language Learning)")
 UF Key Word Access Points

Language Evolution
USE DIACHRONIC LINGUISTICS

LANGUAGE MINORITIES Aug. 96
 SN Groups whose native language is not the dominant language of the larger society (note: "Limited English Speaking" may be more appropriate for documents dealing with English-as-a-second-language instruction)
 UF Linguistic Minorities
 Minority Language Groups

LIBRARY ADMINISTRATION Sep. 75
 SN (Scope Note Added) Planning, organizing, directing, and controlling human or material resources within a library or library network

LIBRARY ADMINISTRATORS Aug. 96
 SN (former UF of "Library Administration")
 SN Library personnel whose responsibilities may include managing library staff, evaluating programs, planning and managing budgets, developing collections, and planning library services (note: prior to Aug96, the instruction "Library Administrators, USE Library Administration" was carried in the Thesaurus)

LIBRARY DIRECTORS Aug. 96
 SN Chief executive officers of libraries or library systems responsible for overall direction and coordination of library services, resources, and programs
 UF Head Librarians

MANDATORY CONTINUING EDUCATION May 97
 SN Education required by regulation or law for occupational and professional development, e.g., for work licensure or certification

MANDATORY RETIREMENT Jun. 96
 SN Forced retirement upon reaching a maximum age—this age can be set through statute, court ruling, or contract
 UF Compulsory Retirement

MAORI Sep. 96
 SN Language of the indigenous Polynesian people of New Zealand

MAORI (PEOPLE) Sep. 96
 SN Indigenous Polynesian people of New Zealand

Mapping (Cartography)
USE CARTOGRAPHY
 (unqualified use reference "Mapping" was deleted)

MATHEMATICS HISTORY Feb. 97
 SN Study of mathematical sciences and activities through the ages, including specific periods, geographic areas, branches, and mathematicians

NATIONAL PARKS Sep. 96
 SN Areas of scenic, historical, scientific, or ecological importance protected and preserved by a national government for public enjoyment or study

NATIONAL TEACHER CERTIFICATION Dec. 95
 SN Use of nationwide competency assessment and testing to certify teachers (Note: Do not confuse with the Identifier "National Teacher Examinations," which is a specific test series published by the Educational Testing Service)
 UF National Certification (Teaching)

NAVIGATION Jul. 66
 SN (Scope Note Added) Managed point-to-point movement in any environment or medium (note: if appropriate, use the more specific terms "Orienteering" for the sport of cross-country navigation and "Navigation (Information Systems)" for movement among or within Internet sites and other locations on computers)

NAVIGATION (INFORMATION SYSTEMS) Jan. 97
 SN The process of finding one's way around the contents of a database or hypermedia-based program—navigability is a chief goal of those who design computer systems, human-computer interfaces, and hypermedia links, and also a leading criterion for those who evaluate them

NURSERY RHYMES Dec. 95
 SN Short rhymed poems or songs for children that often tell a story
 UF Mother Goose Rhymes

Nutrient Deficiencies
USE NUTRITION

Nutritional Deficiencies
USE NUTRITION

OLYMPIC GAMES Aug. 89
 SN (Scope Note Changed) International program of sports competition held in a different country every 4 years (summer and winter games alternate in even-numbered years)—the modern Olympic Games, first held in 1896, are a revival of similar quadrennial contests held in ancient Greece (note: do not confuse with "Special Olympics")

OTITIS MEDIA Nov. 96
 SN Infection, and/or collection of fluid, in the middle ear, occurring most often in infants and young children—may cause hearing loss in recurrent or long-standing cases
 UF Ear Infections (Middle Ear)
 Middle Ear Disease

OUTCOME BASED EDUCATION Aug. 95

SN The effort, often by a state or local education agency, to organize all the features of schooling (including aims, curriculum, instruction, and assessment) so as to produce specifically delineated results (often including noncognitive as well as cognitive results) and generally with the expectation that all students will demonstrate such results

UF OBE
Outcomes Based Education
Results Based Education

PACIFIC ISLANDERS Jan. 96

SN Indigenous peoples of Micronesia, Polynesia, and Melanesia, and their descendants (note: use a more specific term, if appropriate—see also the geographic Identifiers "Pacific Islands" and "Oceania")

PAPAGO Jul. 66

SN (Scope Note Added) The Uto-Aztecan language of the Tohono O'odham nation of American Indians—related to Pima, the two languages are sometimes referred to collectively as O'odham, the Papago and Pima word for "people"

PARENT EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for parents

PARENTS WITH DISABILITIES Apr. 96

SN Parents who have a disability or impairment of any type

UF Disabled Parents

PERFORMANCE BASED ASSESSMENT Apr. 96

SN Evaluation of achievement, learning, etc., that requires direct demonstration of knowledge and skills via the construction of responses, and for which scoring can be based on the processes of the response construction as well as the final product—typically, performance-based assessments are designed to elicit and strengthen examinees' critical-thinking skills, problem-solving strategies, self-evaluation skills, and other higher-order thinking skills (note: do not confuse with "Performance Tests," whose usage is restricted to evaluations of manual manipulations and body movements—see also related Identifiers "Alternative Assessment," "Authentic Assessment," and "Direct Assessment"—prior to Apr. 96, the Identifier "Performance Based Evaluation" was used to index this concept)

UF Performance Assessment (Higher Order Learning)
Performance Based Evaluation

PERFORMANCE TESTS Jul. 66

SN (Scope Note Changed) Tests that require the manipulation of objects or skilled bodily movements (note: do not confuse with "Non-verbal Tests," which minimize the use of language but may not emphasize the manipulation of objects or skilled movement—prior to Mar. 80, the use of this term was not restricted by a scope note—use "Performance Based Assessment" for "higher-order" performance testing)

UF Performance Assessment (Skilled Bodily Movements)

PETS Mar. 96

SN Animals kept for pleasure and companionship (note: coordinate with individual animals as appropriate, e.g., Descriptors "Birds," "Horses" or Identifiers "Cats," "Dogs")

UF Companion Animals

POLITICAL CORRECTNESS Jun. 96

SN The attempt in communication or other activity to be inoffensive and inclusive—may lead to censorship and intolerance in some cases, and is regarded with derision by many (note: see also the Identifiers "Speech Codes" and "Hate Speech")

UF Politically Correct Communication

POPULAR EDUCATION Feb. 97

SN Education that encourages learners to critically examine their day-to-day lives and collectively take action to change social conditions and systems (frequently associated with Paulo Freire's critical pedagogy and participatory literacy campaigns)

UF Peoples Education

POPULAR MUSIC Jan. 96

SN Music enjoyed by the general public and commonly disseminated via the mass media (note: prior to Jan. 96, this concept was frequently indexed by "Popular Culture" coordinated with "Music" terms)

UF Pop Music

POSTTRAUMATIC STRESS DISORDER Oct. 95

SN Acute or chronic delayed reaction to highly stressing events such as military combat, sexual assault, childhood abuse, natural disasters, unexpected deaths, and life-threatening accidents—symptoms include anxiety, depression, intrusive recollections, and emotional detachment

UF Post Traumatic Stress Syndrome
Posttraumatic Neurosis
PTSD

PRENATAL DRUG EXPOSURE Oct. 96

SN Maternal drug use during pregnancy—also, a medical condition in infants and children resulting from such use

UF Drug Exposure in Utero
Fetal Drug Exposure
Prenatal Exposure to Drugs

PRENATAL INFLUENCES Aug. 68

SN (Scope Note Changed) Factors occurring between conception and birth and affecting the physical or mental development of an individual (note: use the more precise "Prenatal Care" or the narrower "Prenatal Drug Exposure," if appropriate)

PUBERTY Dec. 95

SN Period of life at which the individual reaches sexual maturity and is capable of reproduction (note: see also the Identifier "Puberty Rites")

RAINFORESTS Apr. 95

SN Woodlands of dense, mainly broad-leaved evergreen trees in areas of high annual rainfall (note: coordinate with Identifiers "Deforestation," "Tropics," etc., as appropriate)

UF Rain Forest Preserves
Temperate Rainforests
Tropical Rainforests

READING MOTIVATION Nov. 95

SN The arousal, direction, and sustaining of reading interest and activity for work, school, pleasure, or other purpose

RECIPES (FOOD) Sep. 96

SN Instructions and ingredients for preparing food dishes

RHYME May 97

SN Correspondence of sounds among words or lines of verse

UF Rime (Sound)

SCHOOL CULTURE Feb. 96

SN Patterns of meaning or activity (norms, values, beliefs, relationships, rituals, traditions, myths, etc.) shared in varying degrees by members of a school community

SELF ADVOCACY Jan. 97

SN The process of exercising, defending, and promoting one's rights—most often refers to people with disabilities speaking and acting on behalf of themselves

Self Centeredness
USE EGOCENTRISM

Semiology
USE SEMIOTICS

SERVICE LEARNING Mar. 96

SN Learning through community service (or public service in a wider sphere), usually integrated with regular instruction in school or college (note: see also related Identifiers "Community Service," "Youth Community Service," and "National Service")

UF Community Service Learning

Social Context
USE SOCIAL ENVIRONMENT

SOCIOLOGISTS Feb. 96

SN Scholars who systematically study and critique the development, structure, functioning, and dilemmas of human society

STATISTICAL SIGNIFICANCE Mar. 80

SN (Scope Note Changed) Property of having low probability of occurrence on the basis of chance alone (in this sense, "significance" means neither "bigness" nor "importance"—usually, the odds have to be at least 20 to 1 and preferably 100 to 1 against pure chance for significance to be claimed)

STUDENT EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for students

TEACHER COLLABORATION May 96

SN An interactive process that enables teachers with diverse expertise to work together as equals and engage in shared decision making toward mutually defined goals

UF Collaborative Teachers
Teacher Cooperation

TEACHER EMPOWERMENT Jul. 96

SN Promotion or attainment of autonomy and freedom of choice for teachers

TEACHERS WITH DISABILITIES Apr. 96

SN Teachers who have a disability or impairment of any type

UF Disabled Teachers

TECH PREP Mar. 95

SN Sequential programs of study that integrate preparation for technical careers with academic education in a highly structured and closely articulated secondary and postsecondary curriculum, leading to a minimum of an associate degree or 2-year certificate in a specific career field

UF Two Plus Two Tech Prep

TIME BLOCKS Jul. 66

(now a narrower term of "Time")
SN (Scope Note Added) (Note: prior to Aug. 96, this concept was a narrower term of "School Schedules," and its usage generally was reserved for that context—"Block Scheduling" has replaced it in the "School Schedules" hierarchy)

Timetables
USE SCHEDULING

Timetables (School)
USE SCHOOL SCHEDULES

TOHONO O ODHAM PEOPLE Dec. 95

SN A desert-dwelling American Indian people of southern Arizona and the province of Sonora in northwest Mexico (also, dispersed kin)

UF Papago (Tribe)

TORNADOES Nov. 95

SN Violently rotating storms, usually visible as funnel clouds, with wind speeds of 100-200 mph and causing considerable destruction when touching ground—most common in the U.S. and Australia

Two Plus Two Tech Prep Associate Degrees
USE ASSOCIATE DEGREES
and TECH PREP

VIRTUAL REALITY

Aug. 96

- SN Computer-generated simulations of three-dimensional environments, intended to seem real, with which users interact using combinations of sensing and interface devices and software

Viracnon

USE BIKOL

WORKPLACE LITERACY

Feb. 96

- SN Reading, writing, computation, and communication skills performed in the context of job tasks

UF Job Literacy

Job Related Literacy

Occupational Literacy

WORLD WIDE WEB

Jun. 96

- SN A hypertext-based information system for disseminating and retrieving text or multimedia files via the Internet—the files can be accessed with a browser program installed on the user's computer

UF Web (The)

WorldWide Web Service

WWW

Writing Development

USE WRITING (COMPOSITION)

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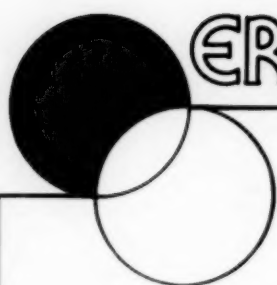
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